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

Name of Department: Student Success Center/Tutoring

Efficacy Team: Sandra Moore, Paula Ferri-Milligan, Stacy Meyers

Overall Recommendation:

☐ Continuation   ☒ Conditional   ☐ Probation

Rationale for Overall Recommendation:

The program provides important services to students. The Student Success Center is open Monday-Saturday, and it offers both day and evening services during the week. It provides extended hours at the end of the semester for final exam preparation. . It identifies activities and collaborations within the STEM areas, with some collaborations--Huddle Study Hall, middle school contact, Computer Science Department, CalWorks--and it keeps its website current. The program identifies current avenues for professional development.

Following are areas that need to be addressed:

Data analysis is limited. In addition, SAO/SLO data is important to assess to provide guidance for future planning. Considering the length of time that the program has been in existence on campus, assessing these should be a priority.

An evaluation of existing facilities is not mentioned. Considering the growth that the program has indicated, this evaluation should be a priority.

There are issues with the website that need to be addressed—such as the "schedule by subjects" and "workshop schedule" not having active links.

The document's focus is on STEM-related disciplines and supplemental instruction in those areas. The program states that there are plans to fill the Classified Tutorial Coordinator's position, which traditionally provided oversight to general tutoring for various departments across campus.   There is not evaluation of student needs for that type of tutoring assistance in the document. An evaluation of the need for general tutoring services might be appropriate since general tutoring was last provided by the Student Success Center. Although there are other academic support services-- content tutoring in specialized programs (STAR, EOPS, etc.), Supplemental Instruction Across the Disciplines--these services are for specialized populations and do not address the needs of the general student population, so the need for general tutoring services to accommodate disciplines across the campus needs to be addressed.

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

	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	In addition to the meets criteria, the program's analysis and plan **demonstrates a need** for increased resources.

		and retain underserved populations as appropriate.	
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** that are in place to meet a broad range of needs.	In addition to the meets criteria, the program **demonstrates that the pattern of service needs to be extended**.

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

Efficacy Team Analysis and Feedback:

Demographics: The program demographics closely reflect the college-wide demographics with a few exceptions. Hispanic, white, and male populations are slightly lower (2.2%, 2.7%, 2.7% respectively) than the college-wide demographics. The program does discuss the more significant difference of the age 19 or less population--with the campus average at 22.3% and the program average at 5.3%. The program provides a possible explanation that "new students…may not be aware of the services or may not feel they need the services." It will "evaluate strategies to increase access for students in the population," and it gives possible plans of action that include partnering with the First Year Experience Program.

Surveying students in the STEM courses might be a first step to identifying this population's needs, and it would give them a broader view of those needs in order to begin recruiting from that population.

Pattern of Service: The Student Success Center is open Monday-Saturday, and it offers both day and evening services during the week. It provides extended hours at the end of the semester for final exam preparation.

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 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**.	Program **has demonstrated** that it has fully evaluated within a four-year cycle and is continuously assessing <u>all</u> Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).	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 planning, made appropriate adjustments, and is prepared for growth**.

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

Efficacy Team Analysis and Feedback:

Data/Analysis: Data analysis is limited. Although the narrative states that it is evaluating 2016-17 EMP data, the data listed in this section is from prior years that are listed on the EMP. The retention rates over the five years that are reported on the EMP show a relatively consistent retention rate (90+%). The success rate has also remained fairly constant through the five-year period (73+%). Student contact hours is high but have decreased over the past five years, which the department attributes to "the stabilization of outreach activities and reduced support personnel post grant funding." Unduplicated headcount is addressed in the Productivity section of this report.

Response:

Service Area Outcomes: SAO data is reported as limited because they are "newly developed." The department states that SAOs are "being used to create next year's action plan and there are plans to assess this next year." ACAD 606 SLOs have not been assessed.

SAO/SLO data is important to assess to provide guidance for future planning. Considering the length of time that the program has been in existence on campus, assessing these should be a priority.

SAO	Method of Assessment	Assessment Benchmark	Improvement (How results will be used for planning and program evaluation)	Proposed Timeline for Implementation of Evaluation Method
SAO 1 Students who access the Student Success Center (SSC) will be satisfied with the facilities, services, and resources.	Students will complete a satisfaction survey from the SSC.	90% of those surveyed will indicate that they were satisfied with the facilities, services, and resources.	Survey results will be used to improve facilities, services and resources.	Every spring semester
SAO 2 Students who access the SSC will demonstrate an increase in Retention and Success rates.	Data report from the Research Department comparing retention rates of students who access the SSC compared to students who did not.	Increase retention rates for students who access the SSC, when compared to students campus wide.	Data collected on retention and success rates from the Research Department will be used for planning purposes, analyzation of best practices, and used to maximize resources.	Every spring semester
SAO 3 The Student Success Center hours conveniently fit student schedule.	Students will complete a SBVC Student Campus Climate Survey.	Students surveyed will indicate that they were satisfied with tutoring hours available at the SSC.	Survey results will be used to improve hours of operation in the SSC.	Every spring semester
SAO 4 Students will continue to receive quality services from the Student Success Center.	Students will complete a SBVC Student Campus Climate Survey.	Students surveyed will indicate that they were satisfied with tutoring hours available at the SSC.	Survey results will be used to improve the quality of services provided in the SSC.	Every spring semester

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.

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

Efficacy Team Analysis and Feedback:

Communication: The program addresses various marketing and recruiting techniques. It identifies activities and collaborations within the STEM areas, with some collaborations--Huddle Study Hall, middle school contact, Computer Science Department, CalWorks--and states that it keeps its website current.

There are issues with the website that need to be addressed—such as the "schedule by subjects" and "workshop schedule" not having active links.

Culture & Climate: The department addresses its continuing external partnership with California State University, San Bernardino.

IV: Questions Related to Strategic Initiative: Maintain Leadership & Promote Professional Development

	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**   ☒ **Meets**   ☐ **Exceeds**

Efficacy Team Analysis and Feedback:

The program sites weekly meetings with Center staff to collaborate and plan and provide monthly training sessions for tutors and mentors. Department staff does not belong to any organizations. It is unclear whether STEM Counselors are members of the organizations listed since it is stated as they "plan/renew" their membership. Professional development plans are not specific. The program does identify current avenues for professional development.

V: Questions Related to Strategic Initiative: Effective Evaluation & Accountability

	Does Not Meet	Meets	Exceeds
Mission/ Statement of Purpose	The program **does not have** a mission/ statement of purpose, or it **does not clearly link** with the institutional mission.	The program **has** a mission/statement of purpose, and it **links** clearly with the institutional 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.	The program demonstrates that it is highly productive and is positioning itself for growth.
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 were not launched into Curricunet by Oct. 1, 2017 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.	In addition to the meets criteria, the program **discusses plans** to enhance current offerings that link to student/community needs and positions the program for growth.
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:

Mission and Purpose: The department provides a mission statement.

Productivity: Productivity is addressed related to headcount.

Relevance, Currency, Articulation: ACAD 606 is the non-credit course used to collect Positive Attendance apportionment. The course is current. The program addresses the course accuracy in the catalog but does not address other areas that the Success Center is updated.

Challenges: The program identifies a list of challenges that include filling permanent positions, maintaining academic support in relation to a reduced budget. It states that there are plans to fill the classified Tutorial Coordinator's position. It provides a summary of its goals, the outcome, and a rationale for meeting or not meeting those goals. *There is not a plan for meeting unmet goals other than exploring ways to meet them.*

	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:

The program addresses its policies for the Center's space. It also lists the resources that are available to students--including ADA accommodations, laptops, anatomy models, calculators, textbooks, etc.

An evaluation of existing facilities is not mentioned. Considering the growth that the program has indicated, this evaluation should be a priority.

Response:
The San Bernardino Valley College Student Success Center (SSC) is located in the Physical Science building, room 121. Tutorial support is offered in the following disciplines: Mathematics, Chemistry, Biology, Physics, Computer Information Technology, Spanish, and Economics. The SSC Hours of operation are Monday through Thursday 9:00 am to 7:00pm, Fridays and Saturdays 9:00am to 3:00pm. During the last two weeks of the semester (finals week), the hours for the SSC are extended to meet student needs, SSC Finals week hours are Monday through Thursday 9:00 am to 8:00pm, Fridays and Saturdays, 9:00 am to 3:00pm.

The SSC offers numerous resources that are available for students to check out. These resources include textbooks, laptops, calculators, anatomy models, and study supplies. Tutoring facilities include one main floor with room for approximately 60 students; 3 small study rooms, which seats approximately 6 students each; four conference style rooms that seat approximately 20 students each; and one computer lab class room, which can seat 36 students. During operating hours, tutorial support is offered for all levels of mathematics and chemistry. Other disciplines are scheduled to meet student needs. In the 2017-2018 academic school year, the SSC has serviced 2720 students (unduplicated count of students for academic year) and logged 49,800 student contact hours with a projected final hour count of 70,000 hours logged by June 30, 2018. This is a 40% increase from the 2016-2017 academic year and a 125% increase from the 2015-2016 academic year. These hours were collected through drop-in tutoring, scheduled tutoring appointments, facilitated workshops, and group tutoring.

In March 2017, the SSC began collecting apportionment for the student contact hours being collected, with increased focus being placed on marketing and recruitment. Marketing and recruitment efforts were also focused for programs associated with the SSC, which include The STEM (Science, Technology, Engineering and Mathematics) Program and the ALEKS Math Lab Program. The STEM (Science, Technology, Engineering and Mathematics) Program is housed under the Student Success Center. The program is designed to assist low income and other traditionally underrepresented students, and prepare them to pursue careers in various STEM fields. San Bernardino Valley College STEM Program is intended to help reserve seats for some Math classes; provide STEM exclusive accelerated Cohort

classes; provided access to the STEM Book Library for Math or Science books; motivate peer to peer relationships through Workshops, Mentoring, and Tutoring; deliver hands-on experiences through special STEM events/workshops/career path planning; Student Educational Plans; Goal Setting; and dedicated STEM counseling.

ALEKS Math lab is for students enrolled in Math-601, Independent Lab for Fundamental Mathematical Skills, located in Physical Science building room 131. The course reviews topics of mathematical properties, including the fundamental operations of whole numbers, integers, fractions, decimals, ratios, proportions, word problems, and percent. Topics also include exponential notation, linear equations, variables, polynomials, and the appropriate operation rules for rational numbers, whole numbers, and integers. The benefits from the ALEKS lab include: Support for non-tradition/traditional students, acknowledge the level of strength and weakness in mathematics, and one-on-one tutoring in Mathematics.

VII: Previous Does Not Meets Categories

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

Below are the areas that were addressed in the spring 2013 efficacy report that are still addressed on the existing efficacy reporting form and the rating for each. It appears that the program has met all of the previous does not meets except for SAOs. Although there has been turnover and staffing changes that contribute to this, it is a significant issue that needs to be addressed.

Efficacy Team Analysis and Feedback:

Demographics: Meets

Patterns of Service: Meets

Student Success: Meets

SAOs/SLOs: Does not meet

Response: SAO data is reported as limited because they are "newly developed." The department states that SAOs are "being used to create next year's action plan and there are plans to assess this next year." ACAD 606 SLOs have not been assessed. There are plans to assess this next year.

Relevance, Currency, Articulation: Meets

Challenges: Meets

Partnerships: Meets

Challenges: Meets