

**INSTRUCTIONAL PROGRAMS AND AREAS
PROGRAM REVIEW/PLANNING AND EVALUATION PROCESS**

QUESTIONNAIRE FOR NON-INSTRUCTIONAL PROGRAMS

INSTRUCTIONS:

Complete all sections as instructed. Click the shaded sections to type your answer. When completed, please save your file and e-mail as an attachment to tanya_hanton@westvalley.edu.

A. INTRODUCTORY QUESTIONS:

1. Program Name: ***SUCCESS PROGRAM***
2. Person(s) completing the questionnaire: Paulette Boudreaux and Carolyn Nash.
3. Date of completion: November 5, 2007.
4. What are the primary purposes of the program? Check all that apply.
 - WVC Degrees and Certificates
 - Transfer Courses
 - WVC General Education
 - Lifelong Learning/Life Enrichment
 - Occupational / Vocational Courses
 - Student Support Services
 - Academic Support Services
 - Administrative Functions

5. In one paragraph, how does the program further the College's mission and goals? (only new information need be added)

The program is consistent with the college's goals in that it serves the purpose of recruiting and retaining African American students to help the college maintain diversity in the student population and in the college's curriculum. It offers special support services to African American students and other underrepresented students, and fosters inclusion by creating and offering courses that focus on the culture and experiences of the African American population at large. The SUCCESS PROGRAM also fosters collaboration through a learning community that involves the Counseling Department and the English Department.

6. In one paragraph, what significant events have affected or impacted the program since the last program review?

WVC's switch to a condensed 16-week calendar schedule seems to have impacted students available time for out of class activities such as workshops, counseling appointments, etc..

B. DATA ELEMENT ANALYSIS SECTION (ANALYSIS AND RESPONSE)

1. In analyzing any available program data concerning student use of services:

- a) What significant trends are revealed in the data?
- b) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

In the past two years the SUCCESS Program has noted an increase in the number of African Americans and new African immigrants seeking counseling and peer support, and mentoring through the program.

From this we conclude that we have an increase in the number of new enrolled students of African descent who are not as confident in their college readiness and are seeking the support of a culturally similar community in the college environment, and the SUCCESS Program has grown in its visibility as a way to provide what they are seeking.

2. In analyzing any available program data concerning student demographics (e.g. gender, age, ethnicity):

- a) What significant trends are revealed in the data?
- b) What factors might contribute to any program differences compared to college-wide data? See attachment for college-wide statistics.
- c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

Since the college-wide data provides no break down on the African American student demographics with regards to gender and age we can not address those areas in comparison to the college at large. However we are noting an increase in the number of African American males from 18-22 who are attending the college as a result of the WVC athletic programs. We are noting a 75/25 ratio of males to female in the SUCCESS program.

Comparing enrollment statistics of African American students with the general college enrollment we note a slight increase in the percentage of African American students (for example, in Fall '03 the overall college headcount was 10,505 with 2.9% African Americans; as the college headcount decreased slightly in the semesters from Fall '03 to Fall '05 the African American population grew slightly from the 2.9% in '03 to 3.3% in '05 when the college overall headcount was 9,691. From Fall '05 through fall '07 these figures have remained in the 3 percentile range even as the general college headcount has fluctuated.)

Examining the statistics for the success rates of African American students college-wide we note a consistent performance rate, fluctuating from spring to fall semesters with decreases in the fall and increases in the spring since fall '04.

However the SUCCESS Program tends to enroll about 20% of WVC's African American student population and approximately 60% of the students in the SUCCESS program graduate with associate degrees/certificates and/or they transfer to four year. This success rate is very similar to the college-wide success rate.

Some conclusions that we draw from this data and comparative analysis lead us to speculate that the work of the program produces an enrollment growth and positive success rate among an under-prepared, underrepresented population that is commensurate with the general output of the college. Consequently, stronger institutional support for the SUCCESS Program would result in a higher enrollment and greater success rate for a population that is important to the college's diversity goals and the college overall growth as the general demographic of the valley shifts.

Another conclusion reflects on the predominance of male athletes in the campus populace for our target group, which points to a need for the recruitment of students from across a broader range of the spectrum.

3. In analyzing any available program data concerning program "satisfaction" (e.g. extent of services available, timeliness of appointments, effectiveness of service, follow-up opportunities, referral process to other services, contribution to personal or academic development):
- What significant trends are revealed in the data?
 - What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

We cannot sufficiently respond to this question because we do not have the necessary student information. We would need more institutional information and data-support to collect and analyze this type of data.

4. In analyzing available program data concerning success measures (e.g. transfer rates or AA degrees, retention rates for students, course completion, and/or contribution to student learning):
- What significant trends are revealed in the data?
 - What factors might contribute to any significant differences from the College averages? See attachment.

Each academic year approximately 60% of the Students enrolled in the SUCCESS program achieve their educational goals. The program shows no significant differences in success rate for students enrolled in SUCCESS compared to the general college success rate. However, there is a significant difference between the general college's African American success rate compared to the success rate of African Americans enrolled in the program. This seems to indicate that if more of the target population could be assisted by the program, the overall success for those students on the campus would increase.

5. Are there any data or factors (e.g. integration of technology; college, district, or state expectation or mandates) concerning staffing in the program, that suggest a need for increasing or decreasing program staff (e.g. permanent and associate FTE, permanent and hourly classified staffing or administrative staffing)?

The state has issued expectations and mandates which will require increases in basic skills offerings, as well as counseling support services, both areas addressed by the SUCCESS Program. For the SUCCESS program to expand its services to meet the needs of more students, and even to maintain the level of support that the program has provided, the program needs, increased staffing, especially for clerical support, mentor-coordination, and recruitment.

C. STUDENT LEARNING OUTCOMES (ANALYSIS AND RESPONSE)

1. Considering any program level Student Learning Outcomes that have been developed:
 - a) What relevant findings have been derived through the SLO assessment process?
 - b) What changes have been implemented, or are planned, based on the findings since the last program review?
 - c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

NOTE: Please contact LeAnn McGinley (741-2402), Assessment Coordinator, with any questions concerning SLOs.

The Counseling Department is in the process of developing SLOs for courses and workshops to measure student success and satisfaction.

D. EXTERNAL INFLUENCES SECTION (ANALYSIS AND RESPONSE)

1. If applicable, considering the effect of external influences on the program's purposes and goals:
 - a) How do accreditation requirements, government regulations, advisory boards, labor market demand, transfer institution articulations or other external factors affect the program?
 - b) How might these influences form the basis for an action, objective, or request for resources?

Previous accreditation reports have recommended and supported greater diversity in the student population, faculty, and staff, and more institutional support for initiatives and programs that further this goal.

This could form the basis for increased program staffing, especially for clerical support and mentor-coordination, as well as more institutional support for the program.

E. STUDENT FACTORS SECTION (ANALYSIS AND RESPONSE)

1. What program changes or initiatives has the program implemented since the last program review to meet the needs of its student population?

Some program initiatives have included: establishing peer tutoring groups; organizing study groups; and presenting workshops based on topics requested by students.

F. SUMMARY AND CONCLUSIONS SECTION:

1. General conclusions and summary statement.

The SUCCESS Program has been accomplishing its goals, considering the limited resources, such as budget and staff. The success rate (retention and completion rates) for the target population has been maintained and in some semesters shown increases.

However the program would like to be able to strengthen its mentor program and recruitment components, as well as to be able to serve a larger percentage of the population and offer more classes, such a reading component for the SUCCESS Program learning community.

2. Program Strengths:

Provides appropriate Afro-centric curriculum in the English and Counseling courses that allows the African American students to experience themselves reflected at the college, and it allows non-African American students to learn more in-depth information about an important segment of the American community. Gives a non-threatening opportunity for students from diverse groups to dialogue about larger American issues.

Provides a clearinghouse for underrepresented students to gain access and referrals to the various student support services available the campus.

Provides opportunities for cultural experiences, on campus and off that foster a more complete development of well-rounded, well-educated individuals among a population that might not otherwise have exposure to certain aspects of American culture.

Provides appropriate advocacy for underrepresented students on the WVC campus.

Connects students with diverse faculty as mentors on campus.

Provides students with direct ways for getting involved in leadership training opportunities, both on campus and off.

Proactively supports at-risk students before they fail or withdraw from the college.

3. Program Challenges:

Lack of appropriate staffing and budgetary support

G. ACTIONS AND OBJECTIVES SECTION

Based on the foregoing analyses and findings in Sections A. through F., what are the program's intended actions or objectives for the next three years?

1. *to increase the program's capacity to serve a larger number of students;*
2. *to get data systems in place for better tracking of students participating in the program and for tracking their success;* 3.
3. *further development of program course offerings (i.e. reading and math)*
4. *increasing program staffing*

Timelines

Over the next three years, what are the program's timelines (in terms of predicted initiation and completion dates) for the stated actions or objectives?

Objective 1—ongoing

Objective 2—within the coming academic year

Objective 3—fall '09 and '10

Objective 4—spring '08 and continuing

Which of these actions or objectives would be initiated and completed within the coming year, given adequate resources?

Objectives 1, 2, and 4

H. RESOURCE REQUESTS 2006-2007

1. Please indicate if any of the resource requests identified in the previous program review were funded through one or more of the various WVMCCD resource allocation processes that were available in 06 – 07 (e.g. FTE allocation, classified staff, one time funding, budget augmentation, facilities, Land Corporation):

Please complete the following table (leave blank if the answer is not applicable):

FUNDED by WVMCCD?

Full-time faculty FTE: *Click once here and type your response*

- Yes
- No
- Partially

Associate faculty FTE: <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Classified Staff FTE: <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Classified Hourly (in dollars): <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Administrative Staff FTE: <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Facilities (brief narrative description): <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Equipment (brief narrative description with estimated total cost): <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Supplies (brief narrative description with estimated total cost): \$200 for stationary, office supplies, etc.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Staff Development (brief narrative description): <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Other (please specify): <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
<p>2. What have you been able to accomplish as a result of the resource obtained? (e.g. improved retention success and persistence, improved equity, new SLOs, higher enrollment, new online or satellite campus classes....)</p> <p>NOTE: The Program Review Committee realizes that in some cases, accomplishments and changes resulting from resource acquisition are too recent to be measurable. The current Program Review process is only one year old. Future reviews of funding requests will focus on accomplishments and change occurring over a two-year period.</p> <p><i>The program has been able to make mailings to students and mentors; to make fliers for various Program sponsored events, etc.</i></p>	

I. RESOURCE REQUESTS 2007-2008

Please complete the following table (leave blank if the answer is zero or none):

Full-time faculty FTE 0

Associate faculty FTE 0

Classified Staff FTE: 0

Classified Hourly (in dollars): \$11,000 (for general clerical support, mentor coordination; and for high school recruitment/outreach person specifically for SUCCESS target group students

Administrative Staff FTE: 0

Facilities (brief narrative description): none

Equipment (brief narrative description with estimated total cost): none

Supplies (brief narrative description with estimated total cost): \$1,000 -- special incentive gifts for student recruitment; money for program t-shirts for students in the program; new program brochure;

Staff Development (brief narrative description): \$3,000 for conferences for training to work with African Americans and other underrepresented and at-risk student groups; conferences for networking with other colleges and universities offering program similar to SUCCESS;

Other: \$ 2,500-- Transportation budget for student visits to four year universities and colleges and for other cultural activities;

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