PROGRAM REVIEW
2015 – 2016

NON-INSTRUCTIONAL SELF-STUDY
Program Review Self-Study

The Self-Study section of this program review must be submitted by Friday, November 4, 2016.

You will find General Instructions for completing this program review as well as answers to some Frequently Asked Questions under the General Information and Contacts drop down of the Program Review tab at SLAPEC’s home page.

General

1. What is the name of your program?
   First Year Experience (FYE)

2. Who is the primary contact person for this Program Review?
   Gretchen Ehlers

3. Please list the names of others who will be collaborating on this program review:
   Christina Llerena, Shannon Wong

4. How does the program contribute to the fulfillment of the College’s mission? (Click here for the College’s mission statement)
   First Year Experience (FYE) provides a clear pathway to transfer by supporting students in pre-transfer English, Reading and Math courses their first semester. Through their FYE Counseling 5 (first semester) and Counseling 12C classes, students explore their career interests and aptitudes and incorporate this research into creating their official WVC Educational Plan. In their second semester, FYE students take transfer-level English, and either degree applicable or transfer-level math. This year, second-semester FYE students also have the options of taking the transfer-level classes Public Speaking (Comm 1), Human Bio (Bio 11) and/or Intro to Business (Bus 51) with the FYE cohort.

5. Which College programs or shared governance groups rely on your services?
   Student Services & Student Services Council, Counseling, Student Success Team, Outreach

6. Describe any external influences that impact the program (Federal or State regulation, advisory boards, etc.).
   - Basic Skills and Student Outcomes Transformation Grant (BSSOT) – WVC was awarded this grant in Summer ’16. This grant includes resources to allow for follow-up of FYE students after their first year and expansion of FYE to serve 200 students by the 18-19 school year. The expectations outlined is this grant will affect FYE from Fall ’16 – Spring ’19.
• SB 1456 - Student Success Act of 2012: This legislation requires placement testing, educational plans and orientation as requirements for students to have priority registration. Each of these components is already in place in FYE. FYE students must have taken the placement tests in English, Reading and Math before enrolling in the program. They are enrolled in Counseling 5 their first semester (fulfilling the orientation requirement), and will complete educational plans as part of Counseling 5. Thus, FYE students complete all three requirements of the Student Success Act.

• Student Success Task Force Recommendations: FYE addresses the following recommendations from the Student Success Task Force:
  o Increase Student Readiness for College
  o Strengthen Support for Entering Students
  o Improve Education of Basic Skills Students
  o Align Resources with Student Success Recommendations

Closing the Loop

In answering the following questions, please refer to the program’s most recent Program Review submissions. You may find these by clicking on the hyperlinks corresponding to the following academic years: 2013-2014 and 2014-2015. Program reviews for other years have been archived under Documents at the old Program Review committee home page.

7. What were the program’s goals and objectives from its 2013-2014 and 2014-2015 program reviews? Please discuss how your program was successful in meeting its goals and objectives and any challenges faced by the program in meeting its goals and objectives.

The following goals and objectives were proposed in the last FYE program review:

Goal #1: As FYE continues to expand, continue the statistical analyses of success and retention rates of FYE students compared to students in a control group who placed at the same levels.

Discussion: FYE has expanded from 33 students in 13/14 to 90 students this year. Unfortunately, because we have not had access to an institutional researcher, we were unable to continue the FYE/control group study. However, the data still exists, and we hope to work with the researcher who will be hired through the BSSOT grant to continue this statistical study.

Goal #2: Proactively work with FYE students to join TRiO or another support program after their first year.

Discussion: We continue to encourage our FYE students to join another support program that can support them after their first year. In particular, TRiO presented and solicited applications from this year’s FYEers at the Workshop of Welcome on
August 24, 2016. And, we partnered with EOPS to enroll all but two of the eligible FYE students into EOPS. FYE instructors and counselors also frequently refer our students to DESP, when appropriate.

**Goal #3:** Integrate acceleration principles into the English and Math classes in FYE.

Discussion: Since Fall ’14, all the FYE English 905 instructors have participated in year-long California Acceleration Program (CAP) trainings and teach using acceleration principles. Starting in Fall ’15, FYE began offering Math 106S, a class which is based on acceleration principles. Students taking Math 106S continue directly to FYE Math 10, a transferrable math class, in their second semester. So, these students complete their math sequence for transfer during their first year. Using acceleration pedagogy has produced improved success rates in the English 905 and Math 106S classes. Using acceleration course sequencing has decreased the number of classes students need to reach transfer level in the math sequence.

8. **Was the program allocated any additional resources to help it meet its goals and objectives and influence student success?** If the program was allocated additional resources, how did they help the program meet its goals and objectives? Alternatively, if the program requested resources that were not allocated, what was the impact on the program?

FYE was allocated funding for FYE instructor stipends to attend FYE instructor meetings and co-curricular activity. This funding was previously funded through one-time BSI funding. Institutionalized, continued funding of these stipends was critical to the expansion of the program.

Funding for college trips and food for the Workshop of Welcome and End-of-Year Celebration was partially allocated through the BRAC process. Additional funds for these activities were obtained for these activities through SSSP and Equity.

9. **What are the program’s proposed goals and objectives for the next 3 years? How do they align with the College’s 2020 goals and objectives?** (See the Educational and Facilities Master Plan p. 12) What resources will help the program achieve these goals? What do you think you need today to help you meet your goals and objectives for the next three years? (Please include the details in the program’s Budget Resource Survey narrative portion of Program Review.)

Essentially, our goals for the next three years are dictated by our BSSOT proposal. Here is the summary paragraph taken directly from the proposal.

> With this grant funding, we will increase the capacity of FYE to 200 students; create stronger support and tracking structures for FYE students after their first year; and implement our own FYE instructor training. With a dedicated Basic Skills Research Analyst, we will also be able to perform deeper data analyses of
the persistence, success and transfer-readiness of FYE students compared to students placing below transfer who don't enroll in FYE.

We were awarded the Basic Skills and Student Outcomes Transformation Grant for the next three years, and grant funds will be used to achieve each of these goals. At the end of three years, the grant will go away. Consequently, throughout the next three years, I will be working to institutionalize funding to support future expanded cohorts of 200 FYE students, FYE instructor trainings, follow-up services for FYE students after their first year and additional research support.

10. List the types of data the program collects to demonstrate its effectiveness and efficiency in meeting the needs of each of its constituencies (e.g. point-of-service surveys, utilization data):

We collect the following data:
- English, math and reading placements
- Educational goal (Transfer, AA, or direct job placement)
- Majors and/or careers student is considering
- High school most recently attended
- First generation status
- Ethnicity/race
- Student satisfaction survey in second semester

11. In evaluating the data referred to in the previous question, what conclusions can you draw about the program's effectiveness and efficiency in meeting the needs of each of its constituencies?
- Even though ALL FYE students place below transfer-level in English and/or math, most (about 90%) of FYE students intend to transfer.
- Most students have ideas about majors and careers, but aren’t sure. A surprising number of students are thinking about majoring in Business.
- The ethnic breakdown of FYE students is very different than the breakdown at West Valley College. The following is cumulative data through 2015/16. As you can see, FYE attracts a much higher percentage of Hispanic students, but lower percentages of Asian and White students. This disparity seems to actually be increasing. In Fall ’16, 45% (almost half) of students enrolling in FYE are Hispanic. In 15/16, we started to track First Generation status. In 15/16, 58% of FYE students were the First Generation in their family to attend college. This year, 68% of students are First Generation.
<table>
<thead>
<tr>
<th></th>
<th>FYE students</th>
<th>All WVC students</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>5.85%</td>
<td>3.64%</td>
</tr>
<tr>
<td>American Indian</td>
<td>0.49%</td>
<td>0.42%</td>
</tr>
<tr>
<td>Asian</td>
<td>3.41%</td>
<td>14.33%</td>
</tr>
<tr>
<td>Filipino</td>
<td>2.44%</td>
<td>2.57%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>28.78%</td>
<td>12.71%</td>
</tr>
<tr>
<td>Multi</td>
<td>19.02%</td>
<td>12.08%</td>
</tr>
<tr>
<td>Pacific</td>
<td>0.49%</td>
<td>0.45%</td>
</tr>
<tr>
<td>Unknown</td>
<td>5.37%</td>
<td>6.70%</td>
</tr>
<tr>
<td>White</td>
<td>34.15%</td>
<td>47.09%</td>
</tr>
</tbody>
</table>

- Each year, we have FYE students complete surveys. Here are survey responses to the critical questions on the most recent three years’ of surveys:
  - **Was the First Year Experience Program helpful to you as a way to start your college experience?** 100% “yes” responses
  - **Did the FYE program help you develop your college goals?** 90.5% “yes” responses
  - **Would you recommend the FYE program to another student starting college?** 97.3% “yes” responses
  - When we asked the students what could be improved, the most frequent answer was a recommendation to have a Second Year Experience. They wanted more.

12. Based on the above conclusions, what actions or objectives does the program propose?

Based on this data, it’s clear that FYE is attracting students who might be considered traditionally “at risk,” and these students report that FYE was valuable to them. The previous data study we conducted (through 2014) showed that the percentage of FYE students who successfully completed transfer-level English and Math courses was higher than the percentage of non-FYE students placing at the same level. This gap was greatest for Hispanic students. Thus, there is tentative data indicating that FYE may be most successful for Hispanic students. We definitely need to replicate this study for the last three years.

As stated in the goals and objectives question (#9), our goals are to expand the program to serve more students. With this expansion, we will need more FYE instructors, and as the instructor pool increases, we will need to focus more on FYE instructor training. At the same time, students indicate that they would like continued support during their second year, and we will provide 20% release time for a counselor to provide this support.
13. How will the program measure the impact of the proposed changes?

Current qualitative and quantitative data indicates that the FYE program is successfully serving students who need the support. We need to insure that, as FYE expands, the quality of the program does not decrease. Hence, when we hire a Basic Skills researcher, we will conduct another large-scale study of the outcomes for FYE students desegregated by ethnicity focusing on retention, successfully reaching transfer-level English and math, and transfer-readiness. We will continue to conduct our student surveys in the second semester of each school year.

Learning Outcomes

Please check the PLO Assessment Schedule for the program by visiting SLAPEC’s homepage under "Master Schedule". The Master schedule includes submissions as of 7/15/16. Spring 2016 submissions are due October 30, 2016.

14. Are there any Learning Outcome assessment results (Program Learning Outcomes (PLOs)) submissions that have been scheduled that were not submitted? If so, please tell us how you will address these submissions.

NO.

15. How does your program define student success?

FYE’s PLO is, “After participating in the First Year Experience, students will develop a Student Educational Plan with the goal of an associate degree, certificate and/or to transfer to a four year college or university.”

16. How have the program’s assessments produced a positive impact for student success? Please share your success stories.

Both last year and this year, we have had more than 90% of our students complete full Ed Plans, so we will continue to require a full Ed Plan as part of the Counseling 5 and Counseling 12C classes. The main reason we don’t have 100% is that a very small number of students drop their FYE Counseling class before the end of the school year. This requirement of having an Ed Plan has definitely helped focus FYE students in their first semester. We make it clear to students that they can definitely change their plan, but having this road map has helped our students stay focused on the reason they are in college, and consequently increased their success rates in the FYE classes.

17. Based on the program’s assessment results, what changes has the program made or is it planning to make to improve student success?

For the two years measured, we are pleased with the percentages of FYE students who have completed a full educational plan by the end of their first year.
18. **What institutional changes need to be made to help the program improve student success?** (Some areas for consideration are Technology, Facilities, Professional Development, Support Services, etc.)

- Continued institutional funding for FYE as the number of students expands
- Institutional tracking of student transfers
- Increased research capacity at WVC

**Conclusions**

19. **Please describe any notable accomplishments since the last program review.**

- The FYE program has expanded from approximately 30 students in 14/15 to 90 students this year.
- Success rates have improved in both the FYE English and Math classes.
- Acceleration principles are being used in both the Math and English classes, and On Course principles are used in all FYE classes. All FYE instructors have completed On Course training.
- The last two years, FYE has made college visits.
- The last two years, we have had embedded tutors in our Math and English classes. We estimate that this peer support model has helped approximately 10% of our students pass classes who wouldn’t have otherwise.
- FYE now has a full-day Workshop of Welcome for its students the week before school starts. This has really helped the students get to know each other, the campus and their instructors before school starts. It has definitely had a positive affect on student performance at the beginning of the semester.
- FYE expansion was a major part of the Basic Skills Student Outcome Transformation grant (more than $800,000 over three years) that WVC just received.

20. **Is there anything else you would like to report that was not included in the answers to the previous questions?**

   No thank you.

In question 21, is the second bullet point a strength or challenge? It's not labeled like the rest of the bullet points. I'm guessing it's a strength.

Did you want to mention somewhere how the implementation of embedded tutors have helped our students and their success?

21. **What general conclusion(s) do you draw about your program's strengths and challenges at this time?**
• Strength: FYE supports its students through many researched “best practices.” Students get to know each other, their instructors and counselors well, and thus have many folks to go to for support. FYEers take pre-transfer through transfer math and English pathways with supportive cohort groups and the same instructor, thus increasing the rate at which they get to transfer-level and their success rates in these courses. All FYE instructors are trained in active-learning student responsibility-based pedagogy.

• Strength: Based on student survey results and success and retention data, FYE is a program that does help first year students succeed in college.

• Strength: FYE was able to triple in size while maintaining good student success results and increase its services.

• Strength: Small modifications in course offerings will continue to allow FYE to slowly expand.

• Challenge: It would be ideal to have most first year students in a program like FYE. However, given the resources and structures we currently have at WVC, this cannot happen. To include most first year students, there would need to be a much stronger commitment of college money, time and personnel resources. The FYE Coordinator is currently researching existing Pathways models in the state.

22. Please enter the date on which you submitted this program review Self-Study (Please be sure to press submit after completing this survey): 11/4/16

Now that you have reflected back on the previous academic year and set goals for the next year, please proceed to fill out the Budget and Resources Allocation Survey narrative. This narrative looks ahead to 2017/18 and future years. It can also alert the Budget and Resource Allocation Committee to needs that can be met during the current academic year if resources are available.
PROGRAM REVIEW
2015 – 2016

BUDGET AND RESOURCES ALLOCATION SURVEY
LOOKING AHEAD TO 2017-2018
Budget and Resource Allocation Request

The Budget and Resource Allocation narrative section of the program review must be submitted by Friday, November 4, 2016.

Your program will be asked next semester to provide to the Budget and Resource Advisory Council (BRAC) a complete organizational budget for the next fiscal year; information supplied in this Program Review narrative is used to support substantive changes to budgets, especially as relates to new or significantly increased expenditures, equipment, software & information systems, and staffing. You may find some answers to your questions and other useful information at BRAC’s website. For definitions, examples, and other information pertaining to this Budget and Resource Narrative Self-Study, you may download the current BRAC “Budget Development Handbook”, as well as other supporting documents, from the Documents folder of BRAC’s website. If you have questions regarding this Budget and Resources Self-Study, please contact the Budget and Resource Advisory Council (BRAC).

General

1. What is the name of your program? First Year Experience

2. Who is the primary contact person for this program review? Gretchen Ehlers

3. Please list the names of others who will be collaborating on this program review: Christina Llerena, Shannon Wong,

4. Examining your current fiscal year budget, has the funding been adequate to meet the needs of your program? If not, please explain.
   Yes. The only additional funding we need will be due to almost doubling the number of students served. We will have two more math, two more English and two more Counseling sections.

5. If you are requesting additional budget and/or resources for the 2017-2018 year, explain how those resources will be used, especially to improve learning outcomes and program goals. Please provide specific examples and rationale.
   Additional funding will be requested simply to serve a greater number of students. Funding for increased follow-up, instructor training and research will come from the Basic Skills and Student Outcomes Transformation (BSSOT) grant.

Note: Please describe and explain below only those resources that represent a substantive change to your organization’s budget, especially as relates to new or significantly increased expenditures, equipment, software & information systems, and staffing.
**Personnel**

If your program requires personnel **beyond** staffing currently budgeted, enter your additional full-time and part-time personnel resource needs here. Any needs that require you to request faculty hiring prioritization must be included in this program review.

However, it is not the scope of the program review and annual budget allocation process to fund resources for additional full-time personnel. Requests for new permanent employee positions must be made to the President’s Cabinet and District’s Executive Management Team through coordination with your Division/Program Chair. Only resource requests for hourly employees will be considered and funded based on the information you provide in this program review.

6. **Personnel – Full-time Instructional**
   Please describe the specific position(s) and the number of positions only. (For example: We need two additional Mathematics instructors.)

   None. (Additional research and clerical support will be funded through the BSSOT grant.)

7. **Personnel – Permanent Non-Instructional**
   Please describe the specific position(s) and the number of positions only. (For example: We need two additional laboratory aides or classified staff.) – None.

8. **Personnel – Part-time Hourly**
   Please describe the specific position(s), the total number of hours for each position, and the hourly rate, if known. (For example: We need two additional part-time laboratory instructional aides to work for 40 hours per week per semester estimated at $15 per hour for an estimated total of $19200 per academic year)

   Last year, the BRAC process lead to stipends for FYE instructors to work on FYE activities outside of their teaching duties, and to attend meetings and student events. We will increase the amount requested because we will have more instructors involved in the program in 17/18.

**Materials and Supplies**

Please indicate only the resources being requested that are **above** the program’s base-level, currently budgeted recurring needs. Note that “Instructional” indicates the expenditure is for items used to support direct student instruction, i.e. – used by students in the classroom or lab. “Non-Instructional” are items not used by students.

9. **Materials and Supplies – Instructional**
10. **Materials and Supplies – Non-Instructional**
Response to #9 and #10: We will also ask for proportionally more funding for duplicating (both instructional and non-instructional), contract services, supplies and food due to almost doubling the number of students served.

Other Operating Expenses and Services
Please indicate only the resources being requested that are above the program’s base-level, currently budgeted recurring needs.

11. Other Operating Expenses and Services – Contracted Services
   Again, we will increase our request in this area due to doubling the number of students served.

12. Other Operating Expenses and Services – Dues
   None

13. Other Operating Expenses and Services – Memberships
   None

14. Other Operating Expenses and Services – Consulting Services
   None

15. Other Operating Expenses and Services – Repair / Maintenance
   None

16. Other Operating Expenses and Services – Travel and Conferences. Note that Faculty Travel and Conference funding is covered by ACE contract, which provides $200 per faculty member annually.
   None

Equipment
Please indicate only the resources being requested that are above the program’s base-level recurring needs.

17. Equipment – Computer and Technology (Computers of any type, tablets, printers, accessories).
   Indicate whether the equipment is used for direct student instruction or for other office or administrative, non-instructional purposes.
   None

18. Computer Software
List both recurring software license fees and any new software purchase requests. Also indicate whether the software is used for direct student instruction or for other office or administrative, non-instructional purposes.

None

19. Equipment – Other
Please indicate whether the equipment is used for direct student instruction or for other office or administrative, non-instructional purposes.

None

Other

Please indicate only the resources being requested that are above the program’s base-level recurring needs.

20. Other

None

21. Please enter the date on which you submitted the Budget and Resource survey (be sure to click submit when you are done):

11/4/16