

Program Review, Analysis, and Planning

Department Name: College Success

Data Analysis

Based on data provided by ORPIE:

1. Are your department's average FTES/FTEF and average enrollment per section lower, higher, or similar to college-wide average FTES/FTEF and average enrollment per section? Why? (150 words limit)

The College Success average enrollment per section is lower than the college wide average simply because our class cap (35) is under the college wide average (37). We maintain a lower cap to meet the individual needs of our students more effectively and to create a more personal classroom environment where students come to feel connected to their peers, to their instructors, and to their campus.

The College Success department experienced a decline in FTES/FTEF particularly at the beginning of this review cycle for a couple different reasons discussed in detail below including the college wide trend as well as the conclusion of a key program. The final year of this review cycle, we had an increase in FTES/FTEF which we hope becomes the trend moving forward as a result of the actions we are taking.

2. What factors have contributed to your trends in enrollment? If your department is experiencing an enrollment decline, what is your department's plan to address the enrollment decline? (150 words limit)

College Success provided support through additional COLL 100 offerings to the CSUin2 program. With that program concluding after 2015-2016 academic year, our FTES/FTEF naturally declined as well. Also, with the drop in enrollment for the campus as a whole, the College Success Department was experiencing a similar decline in FTES/FTEF; however, the past year this downward trend has changed, and we predict our FTES/FTEF will continue to climb as we offer more diverse course selections.

We have addressed this in several ways. We created a zero-credit course and an enhanced noncredit program with math that targets adult learners. We are working to offer our main course to high school students this summer and fall through a dual enrollment program. We are creating a 1 credit course for students earning a local degree who don't need the heft of the 3-credit transfer version of COLL 100. We're also creating a 200 level course to support students in that critical 2nd year they attend GWC. Finally, we're creating specialty courses for populations of students who have shown particular difficulties in achieving their academic goals including student athletes and undecided students.

3. Looking at the demographic of your student population, what strategies has your department considered or implemented to be more inclusive of the distinct student populations you serve? (250 words limit)

The courses in this department serve and support the entire student population as well as particular departments at Golden West. We want to be sure that our faculty represent the student population in a variety of ways. They need to see people like themselves in the faculty, administrative, and leadership positions throughout this college campus, so we consider this when hiring to be sure that our instructors and future instructors resemble our distinct student population.

In the classroom, in the lessons, and in the materials we use, our instructors strive to use inclusive language and examples to illustrate the concepts that students are learning. Even something simple such as switching the example names in a learning scenario from Michael and Jennifer to Hamid and Trang makes a difference in the way that students are included in this academic space. Further, we have explicit and guided conversations about diversity built into our curriculum.

4. How does your program course success rate compare to GWC's overall course success rate? If your course success rates are in decline or below the college average, what is your department plan to address the success rate? (250 words limit)

While our retention percentage is impressive, this department's success rate is below the college average. Historically, there was an overall misconception that the main course in the department, College 100, was considered a "blow off class", so students would, naturally, treat it as a blow off course putting little to no effort into the coursework. While it isn't chemistry or English, the course is a three-credit hour transfer course that also counts as a general education requirement, so it must have some rigor. The courses in the department are appropriately challenging. Now that we've become aware of the misconception, the instructors redirect the expectations at the beginning of the semester so that students aren't surprised, and, more importantly, they stop blowing it off.

Even though the department's success rate on average is below the college wide percentage, our success rate shows movement upward in the last year of the cycle from 59.1% to 63.1%. One way we're addressing concerns is by moving the summer course from six weeks to 8 weeks to see if extra time increases both retention and success rates. When disaggregating the semesters, we find that fall and summer have higher success rates while spring semester dips significantly. We have hypothesized that the spring semester tends to fill with students who failed in the fall semester, so this group of students is a different group entirely. A group, perhaps, that needs a different approach, so the department is currently researching how to reach this particular group and guide them to a more successful outcomes in our courses.

5. Looking at success rates for different demographic groups, which groups are experiencing disproportionate impact in student success? If there are student groups experiencing disproportionate impact, what is your department's plan to address the disproportionate impact? (250 words limit)

During this review cycle, we discovered a trend for our Black/African American students who have very low success rates compared to other demographic groups (27.3%). When delving deeper, we discovered that most of these students were student athletes. We became aware

that they were one of the groups that was told our main course was a blow off course and that it was an easy class that would simply be a GPA booster for them, but there was something else too. We were not reaching the student athletes in some way that they needed to facilitate success in our courses when everything about the course seemed like it should be meeting their needs.

The way we were approaching teaching this group wasn't working, so we reached out to the athletics department for help. We hired and trained a coach from the athletics department to teach one of our sections. This was the best move we could have made. The turn around of this group is exciting, and we have high hopes that in the next review cycle those success percentages for this demographic group will be different. The next group we'll be working on understanding better is the Foster youth group. It's a small number, so even one or two fails has a significant impact on the success percentage, but it's a group that we can surely work to support. We'll be reaching out to the appropriate department to gain a better understanding of how to help this group succeed.

6. Does your department confer a degree or certificate? What is your department's plan to increase the number of students receiving degrees or certificates? (150 words limit)

This department does not confer a degree or certificate.

7. Are students transferring to four-year institutions from your program? What is your department's plan to increase the number of students transferring to a four-year institution? (150 words limit)

Not Applicable

8. Did you complete the two-year program review requirement for CTE? If no, why not? (150 words limit)

Not applicable

9. Did your department complete all course SLOs assessment? If no, why not? (150 words limit)

Yes, we complete SLO assessments each semester. We collect, analyze, and interpret the data looking for areas of improvement in our curriculum.

10. Did your department review all Course Outline of Records in the last 6 years? If no, why not?

Yes, we have three courses that have all been created or reviewed in the last 6 years. One is new and is being transferred to the new noncredit department. Our main course (Coll 100) was reviewed in 2017, and our COLL 151 is currently going through curriculum for a major course revision since it hadn't been done for several years. We'll be proposing two new courses to go through the curriculum pipeline by the end of this semester. We are creating College 101, a 1 credit course, for students earning a local degree who don't need the heft of the 3-credit transfer version of COLL 100. We're also creating College 200, a 200 level course, to support students in the 2nd year they attend GWC focusing on topics such as scholarships, career choice, how to choose a suitable university, and transfer.

Review of Last Cycle Program Review

Provide assessment of your previous program review initiatives. Summarize any accomplishments that your program achieved (List 3 to 5 bullet points). Limit to 250 words.

The goals that were set forth in the last review cycle include the following:

- Hire new full-time faculty
- Update current CORs
- Establish a regular department meeting
- Increase campus awareness of the College Success Department
- Identify a particular classroom for College Success courses.

A new full-time faculty was hired in fall 2016, the CORs have been updated, and the department has made strides in increasing campus awareness. We've increased campus awareness by joining with people in other departments to assess student success needs as well as joining significant committees such as IPD, CCI, Academic Senate and Distance Education Advisory Committee. Currently, the need for a dedicated classroom seems unnecessary considering our other needs. Further, teaching in classrooms across the campus seems to be better for increasing campus awareness.

While a new full-time faculty was hired there have been several significant retirements in the last three years, so the department is again in serious need of full-time faculty. We are left with one full time dedicated faculty, one partial load faculty, and part time adjunct instructors. The goals that the department strives to achieve requires dedicated people to grow the program; hence, full time faculty are the most immediate necessity.

PROGRAM PLANNING/BRAIN STORMING

Based on your analysis of previous program review and current data, list 3-5 goals that your department want to accomplish in the next three years?

- Hire new full-time faculty.
- Create relationships with departments that have historically difficult courses to pass and create curriculum to help resolve the current issues.
- Create new courses that further support underprepared students.
- Attain and implement a measure that addresses the gaps in student learning in general so that we can measure growth during the semester that the students take the Coll 100 course. (LASSI)

Program Planning

Description of Department's Goal?	What metric will you use to measure your goal?	What actions will the department take?	Which of the College's mission and goal does this goal support?		List necessary support and/or resources if applicable.
<p>Goal 1: Hire new full-time faculty</p>	<p>The number of positions filled</p>	<p>Present to Academic Senate appropriate to the hiring cycle.</p>	<input checked="" type="checkbox"/> Transfer <input type="checkbox"/> Degrees <input checked="" type="checkbox"/> Certificates <input type="checkbox"/> Career advancement <input checked="" type="checkbox"/> College readiness	<input checked="" type="checkbox"/> Student Success <input checked="" type="checkbox"/> Equitable Achievement <input checked="" type="checkbox"/> Learning Environment <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Engagement <input checked="" type="checkbox"/> Resource Optimization	<p>Funding</p>
<p>Goal 2: Create new courses that support the needs of our students in historically difficult to pass courses</p>	<p>The creation of late start sections and the fill rates of the courses that are funneled from recommendations of faculty teaching the difficult to pass courses.</p>	<p>Reach out to identified departments. Create new sections/curriculum that support the needs of students in difficult courses.</p>	<input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> Degrees <input checked="" type="checkbox"/> Certificates <input type="checkbox"/> Career advancement <input checked="" type="checkbox"/> College readiness	<input checked="" type="checkbox"/> Student Success <input checked="" type="checkbox"/> Equitable Achievement <input checked="" type="checkbox"/> Learning Environment <input type="checkbox"/> Communication <input checked="" type="checkbox"/> Engagement <input checked="" type="checkbox"/> Resource Optimization	
<p>Goal 3: Attain a new measurement for students going through our main course so we can better measure growth.</p>	<p>This is a measure that will allow us to track student growth in a way that we are not currently engaged in.</p>	<p>-Contact LASSI and begin purchasing process -Switch the materials fee from materials to licensing -Hire part time faculty to create directed learning materials in accordance with the LASSI measurement. -Update the COR for Coll 100 to reflect the LASSI addition to the curriculum.</p>	<input type="checkbox"/> Transfer <input type="checkbox"/> Degrees <input type="checkbox"/> Certificates <input type="checkbox"/> Career advancement <input checked="" type="checkbox"/> College readiness	<input checked="" type="checkbox"/> Student Success <input checked="" type="checkbox"/> Equitable Achievement <input checked="" type="checkbox"/> Learning Environment <input type="checkbox"/> Communication <input type="checkbox"/> Engagement <input type="checkbox"/> Resource Optimization	<p>Funding Staffing</p>