**BASIC PROGRAM INFORMATION**

*Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about resource allocations. With that in mind, please answer the following questions.*

# Program/Department Name: Division Name:

First Year Experience (FYE)

Counseling/Language Arts/Business and Social Sciences/Learning Resource Center & Library/Fine Arts and Communication

Please list all team members who participated in this Program Review:

|  |  |  |
| --- | --- | --- |
| **Name** | **Department** | **Position** |
| Tess Hansen | English | Instructor / Co-coordinator |
| Eleazar JR Jimenez | Counseling | Counselor / Co-coordinator |
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# Number of Full Time Faculty:

**Number of Part Time Faculty:**

**Please list all existing Classified positions:** *Example: Administrative Assistant I*

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NA

**SECTION 1: PROGRAM REFLECTION**

**1A. Program Update:** Based on the program review [data,](http://www.foothill.edu/staff/irs/programplans/programreviewdata.php) please tell us how your program did last year. We are particularly interested in your proudest moments or achievements related to student success and outcomes.

The purpose of the FYE program is to increase success and retention rates for the targeted first-year student populations; promote a sense of community among the FYE students, faculty, counselors, librarians, and staff; and increase students’ sense of belonging and “buy-in” at Foothill College in particular and educational institutions in general.

# 62% Increase in FYE Enrollment

Due to the addition of a math track to the program model in 2016-2017, the incoming FYE cohort size grew from 44 students (2015-2016) to a cohort of 71 students for 2016-2017.

# Addition of Math Pathway

 Fall, 2016: Math 235

* Winter, 2017: Math 230
* Spring, 2017: Math 220

# Change in FYE English Pathway Offerings

Another change we made in 2016-17 was to offer two tracks of the same English Basic Skills sequence.

* Fall, 2016: 2 sections of English 209
* Winter, 2017: 2 sections of English 110
* Spring, 2017: 1 section of English 1A

The idea was to maintain a full class of English 1A students for Spring, 2017, given that there is some attrition in the basic skills sequence.

# FYE General Education (GE) course offerings for AY16-17 were as follows:

1. **GE Courses with the English Pathway**
   * Fall, 2016: Psych 1
   * Winter, 2017: History 17C
   * Spring, 2017: Library 10, and Sociology 1

# GE Courses with the Math Pathway

* + Fall, 2016: History 17A
  + Winter, 2017: Sociology 1
  + Spring, 2017: Art 1

# Recruitment

During the Spring and Summer of 2017, the FYE Counselor attended the college SOAR events on campus and at the Sunnyvale Center. In addition, he attended several SOAR-On-The-Go events at local feeder high schools. Participation in these events were extremely valuable to the recruitment of the 2017-2018 cohort. Many of this year's students were recruited directly from the Sunnyvale Center event and at the high schools' SOAR-On-The-Go events.

The FYE counselor coordinated recruitment efforts with the Umoja and Puente counselors to avoid duplication of recruitment efforts and to cast a wider net of prospective FYE students. In addition, the Institutional Research Office aided FYE's recruitment efforts by providing assessment scores of prospective students.

**Data Summary (2016-17 cohort)**

**Demographics**

▪ The majority of the FYE students are age 19 or younger (77%), female (70%), Latinx (79%), first-generation college2 (62%), reside in the East Bay (35%), San Mateo (21%) or surrounding service areas (20%), applied for financial aid (90%) and were awarded some type of aid (95%).

**Course Success**

▪ The overall course success rate decreased from 72% in 2015-16 to 60% in 2016-17. The current rate is 3 percentage points above the college’s institutional set standard.

▪ FYE Latinx course success rate decreased from 67% in 2015-16 to 57% in 2016-17.

▪ FYE females had a higher course success rate than compared to males, 64% vs. 52%.

**Persistence**

▪ The persistence rate of FYE students enrolled in any FYE section from fall to winter term was 76%, and from winter to spring was 59%. Less than half of the cohort was retained from fall to spring (45%) in FYE sections.

**English/Math Basic Skills Pathway Completions**

▪ English Pathway (ENGL 209-110-1A): 24 of 55 (45%) students completed ENGL 1A. A little over half, 14 of the 24 completers, enrolled in all 3 FYE English sections.

▪ Math Pathway (MATH 235-230-220): 5 of 42 (12%) students completed MATH 220. Over half, 3 of 5 completers, enrolled in all 3 FYE Math sections. These 5 students had not completed college level math (MATH 105) in 2016-17.

▪ Pathway Completers: The composition of those who started and completed the pathways consisted of mostly Latinx and females. However, fewer than half of Latinx and female students actually completed the pathway. − 18 of 43 (42%) Latinx and 18 of 39 (46%) females finished the English pathway.

− 3 of 36 (8%) Latinx and 5 of 30 (17%) females completed the Math pathway.

**1B. Program Improvement:** What areas or activities are you working on this year to improve your program? Please respond to any feedback from the supervising administrator from last year’s program review.

# Changes Aimed for 2017-2018

FYE decided to focus only on English as the main subject for the year-long program beginning in 2017- 2018, accompanied with five CSU/UC transferrable general education courses (CRLP-55; HIST-17C; ART- 1; LIBR-10, SOC-1).

The 2017-2018 FYE Faculty met in the Summer 2017 to coordinate FYE courses under a Social Justice theme, thus allowing the 2017-2018 FYE cohort to make connections to each course across the curriculum. This workshop was successful in bringing together each of the FYE instructors to coordinate course offerings and will be repeated in Summer 2018.

The 2017-2018 FYE cohort will participate in FYE's Quarterly Student Leadership Retreat to increase persistence in the college and to create community within the FYE program. The focus of these retreats will be to plan student participation in the college's Research & Service Leadership Symposium.

The co-coordinators will work together to create new Service Area Learning Outcomes that reflect the goals of the program in a tangible, measurable way. We will work closely with Institutional Research to ensure that quality data is gathered to assess the program in 2018-2019.

Program planning for 2018-2019 will consist of analyzing 2016-2017 data to make appropriate programmatic and course offering improvements.

# FYE Recruitment

FYE will maintain participation in the college's SOAR and SOAR-On-The-Go events. We will continue to coordinate with Puente and Umoja counselors and with Institutional Research to facilitate and refine a robust recruitment strategy.

**1C. Measures of Success:** What data or information will you use to measure your success (e.g. student success rates, changes in student or program learning outcomes)?

Students who participated in the 2016-17 FYE program were surveyed in Spring 2017 to determine their satisfaction with the program, with a total of 19 respondents. These were some of the highlights from that survey.

* 89% felt their motivation to pursue a degree as well as to transfer increased.
* 94% felt their knowledge about the requirements to obtain an associate degree/associate degree for transfer increased.
* 84% felt their knowledge about the requirements to transfer to a four-year institution increased.
* When asked to provide examples of how FYE helped them feel a part of the Foothill community, many responses included themes such as making new connections (e.g. friends, counselors, instructors), getting involved in campus activities (e.g. Ban speeches, TLC, Human Library) and having a support system.

# Academic Year 2017-2018

FYE will be looking at new service area learning outcomes, which will be measured accordingly.

In addition, we will examine the following data points to measure success:

1. Demographics
2. English placement
3. Course success
4. Persistence
5. English Pathway Completion

**1D. EMP Goal:** The 2015-2020 Educational Master Plan (EMP) includes the following goal:

“Create a culture of equity that promotes student success, particularly for underserved students.”

Based on the program review [data,](http://www.foothill.edu/staff/irs/programplans/programreviewdata.php) tell us some of the things your program will be doing this year to support this goal. You will be asked to report on any accomplishments on your next comprehensive program review.

FYE serves first-year college students from Foothill College’s disproportionately impacted populations by conducting the following activities:

* New Student Orientation: Students meet at the beginning of the quarter as a cohort to get familiar with the program, the faculty, and each other.
* Faculty Curriculum Retreat: Faculty in the program meets in the summer to coordinate readings and curricula.
* Quarterly Student Leadership Retreats: Students meet quarterly as a cohort to increase the sense of identity as FYE students and to plan for the capstone Service and Leadership Symposium project for Spring
* Case Management Meetings: Faculty meet bi-weekly with FYE co-coordinators to discuss student progress in the courses, to address any student and faculty needs that arise, and to plan intervention strategies.
* Co-coordinators Meetings: The co-coordinators meet weekly to discuss program concerns, to plan quarterly retreats, and to complete administrative tasks, such as finalizing program review,

developing SA SLOs, and gathering program data.

* Professional Development for Co-Coordinators: The co-coordinators attend the FYE national conference and participate in FYE list serves to get ideas for program development and implementation.

**SECTION 2: PROGRAM OBJECTIVES & RESOURCE REQUESTS**

**2A. New Program Objectives:** Please list any new objectives (do not list your resource requests).

|  |  |  |
| --- | --- | --- |
| **Program Objective** | **Implementation Timeline** | **Progress Measures** |
| *Example: Offer 2 New Courses to Meet Demand* | *Winter 2016 Term* | *Course Enrollment* |
| Remove the Math component from the FYE  model | End of Spring 2017 Term | FYE Math courses not  created for AY18 |
| Offer quarterly retreats for students | Spring, 2018 | # of students in  attendance at retreats |
| Create Service Area Student Learning Outcomes | Spring, 2018 | Completion of SA  SLOs and recorded in TracDat |
| Plan classes for AY18-19 | Winter, 2018 | Schedule of classes |
| Participate in Research and Service  Leadership Symposium | Spring, 2018 | # of Student  presentations |
| Co-coordinators to participate in  Professional Development and Training in FYE Leadership | 2018-2019 | National FYE  Conference attendance |
| Coordinate with Institutional Research to  obtain FYE data which will drive program review | 2018-2019 | Reviewable TracDat reports |
|  |  |  |

**2B. Resource Requests:** Using the table below, summarize your program’s unfunded resource requests. Refer to the Operations Planning Committee (OPC) [website](http://www.foothill.edu/president/operations.php) for current guiding principles, rubrics and resource allocation information.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Resource Request** | **$** | **Program Objective (Section 2A)** | **Type of Resource Request** | | | |
| **Full-Time Faculty/Staff Position** | **One-Time B- Budget Augmentation** | **Ongoing B- Budget Augmentation** | **Facilities and Equipment** |
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**2C. Unbudgeted Reassigned Time:** Please list and provide rationale for requested reassign time.

**SECTION 3: LEARNING OUTCOMES ASSESSMENT SUMMARY**

**3A. Attach 2016-2017 Course-Level Outcomes**: Four Column Report for CL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

NA

**3B. Attach 2016-2017 Program-Level Outcomes**: Four Column Report for PL-SLO Assessment from

TracDat. Please contact the Office of Instruction to assist you with this step if needed.

Because of this is only the third year of the program and TracDat information had not been input into TracDat, we will have the TracDat report by 01-12-18. The following are the 2016-2017 SLO's that will be assessed;

* Become more motivated in pursuing higher education.
* Become more integrated into the Foothill College community.
* Develop positive relationships with faculty that support them in their learning process.
* Develop a more positive self-concept, including confidence, strength of character, determination, and independence.
* Understand connections between disciplines and academic approaches to learning.
* Understand and access campus services that will assist them in their academic lives.

**SECTION 4: FEEDBACK AND FOLLOW-UP**

# This section is for the Dean/Supervising Administrator to provide feedback.

**4A. Strengths and successes of the program as evidenced by the data and analysis:**

* Strong representation of first-generation students (62%) and Latinx students (79%) of the student population served
* Increased enrollment from 2016 to 2017 (61% increase) however the enrollment dropped in 2017-2018 by 36%
* 89% of FYE students felt their motivation to pursue a degree as well as to transfer increased after engaging in the FYE programming
* 94% of FYE students felt their knowledge about the requirements to obtain an associate degree/associate degree for transfer increased after engaging in the FYE programming
* 84% of FYE students felt their knowledge about the requirements to transfer to a four-year institution increased after engaging in the FYE programming

The purpose of the FYE program is to increase success and retention rates for the targeted first-year student populations; promote a sense of community among the FYE students, faculty, counselors, librarians, and staff; and increase students’ sense of belonging and “buy-in” at Foothill College in particular and educational institutions in general.

Based on the data provided an administrative evaluation of program review was done based on program alignment with the purpose and mission and program review criteria.  The following evidence supports the evaluation of strengths and recommendations for improvement.

**4B. Areas of concern, if any:**

The decline in enrollment of 36% in the last year.  The overall low number of students served in the FYE program is not large enough to have a significant impact college-wide.

Course success rates have decreased over time including decreases in minority student success rates:

|  |  |
| --- | --- |
| **Course Success Rates** | |
| **Year** | **% of students who were successful in FYE courses** |
| 2015-16 | 72% |
| 2016-17 | 60% |

A significant decrease in FYE Latinx course success rate:

* 67% in 2015-16
* 57% in 2016-17
* 24 of 55 (45%) FYE students completed ENGL 1A
* 5 of 42 (12%) FYE students completed MATH 220

For the English pathway, fewer than half of Latinx and female (the largest percentage of FYE population) students actually completed the pathway

* Latinx 18 of 43 (42%)
* Females 18 of 39 (46%)

For the Math pathway, very few completed

* Latinx 3 of 36 (8%)
* Females 5 of 30 (17%)
* Male course success 52% is much lower than FYE females 64% course success

The persistence rates have declined over time

|  |  |
| --- | --- |
| **Terms** | **% that Persisted** |
| fall to winter term | 76%, |
| winter to spring | 59% |
| fall to spring | 45% |

To address the goal of creating a culture of equity that promotes student success, the FYE program has planned for the 2018-2018 year six planned activities of which only 2 provides direct services to students.  This is a disproportionate number.

**4C. Recommendations for improvement:**

In the future, FYE programming should include more direct services to students.

The total number of students served needs to increase as the low number of students served is not significant enough to represent or impact the overall college FYE population

Course success rates need to improve.  The drastic decline provides evidence that significant curriculum and services currently being provided need to be redesigned

Recruitment efforts need to be strategic and should be expanded to include outreach to the community and targeted campaigns to encourage FYE students in high schools that currently are not considering going to college.

Persistence rates need to improve.  The significant decrease in the persistence of students from quarter to quarter and year to year is evidence that services and programming are not having a positive impact on FYE students indicating a need to redevelop or change programmatic offerings considerably.

**4D. Recommended Next Steps:**

Proceed as Planned on Program Review Schedule Further Review / Out-of-Cycle In-Depth Review

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*Upon completion of Section 4, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.*