

Annual Student Services Program Review Template for 2011-2012
Introduction to The Program Review Process for Student Services Programs

Program Review at Foothill College

Purpose

An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increases student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

Process

Foothill College student services programs are reviewed annually using this template, with an in-depth review occurring on a three-year cycle. Faculty and staff in departments who contribute to these programs will participate in program review. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

Admissions & Records	Evaluations	Outreach & Retention
Assessment	Financial Aid	Pass the Torch
Career Center	Health Services	Psychological Services
Counseling	Judicial Affairs	Puente Program
Disability Resource Center	Learning Resource Center	Student Affairs
EOPS	Mfumo Program	Transfer Center

Annual program review addresses five core areas, with a final section for administrator comments and their reflections about the next steps:

1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Administrator's comments/reflection/next steps

Foothill College Program Review Cycle:

2011-2012: All programs participate in an annual program review

2012-2013: 1/3 of programs participate in a comprehensive review, remaining 2/3 of programs update their annual program review

Contact: Office of Instruction and Institutional Research (650) 949-7240

Website: <http://foothill.edu/staff/irs/programplans/index.php>

Submission Deadline: All program review documents are due to Deans by December 16

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Basic Program Information

Student Service Program Name: Mfumo

Student Service Program Mission: Mfumo (Swahili for "connectedness") is a one-year community learning and peer support program whose purpose is to increase the retention, matriculation, and transfer rate of students enrolled at Foothill College. The Mfumo curriculum has an emphasis on African American literature, writers, and success strategies in higher education.

Incorporated into the program are English writing instruction, college success instruction, academic counseling, and mentoring from administrators, faculty and staff at Foothill College.

Mfumo has four components that work together to prepare students to receive an AA degree, complete a career program, or transfer to a four-year college or university.

Program Review Team:

Name	Department	Position
Laureen Balducci	Counseling/Mfumo	Dean, Counseling and Matriculation
Dr. Jerry Cellilo	Counseling	Program Faculty
Isaac Escoto	Counseling	Program Faculty
Natalia Menendez	Language Arts	Program Faculty

Section 1. Data and Trend Analysis

1.1. Program/Department Data

Dimension	2008-2009	2009-2010	2010-2011
Students Served	30	15	13
Full-time FTEF	0	0	0
Part-time FTEF	.125	.125	.125
Full-time Staff			
Part-time Staff	.25	.25	.25

1.2 Using the data provided above, include a short narrative analysis of the following indicators. Please attach supporting studies or data to the final program review submitted to your Dean.

- Students served (How was this tracked? What is the trend?):** Students were tracked through MIS data. For the last 3 years, the Mfumo program has served between 13-30 new self-selected students into the program. During the first two quarters the students take their English sequence and a counseling course tied to the program. During third quarter the Counselor continues to meet with the student cohort and to offer students interested in transfer a transfer specific course.
- Demographics analysis (Is the ethnic breakdown of students you serve proportional to the general college ethnic distribution?)**
 Mfumo is a small learning community that serves African American students at Foothill College, in an effort to close the Achievement Gap. Foothill serves only 3.5% of African American students, according to the Foothill data website.
- Staffing structure (Does the staffing structure meet the program’s or department’s needs? If yes, please explain. If not, consider the following prompts in framing your answer.)**
 No. Currently there is not a program coordinator to support counselors and faculty in identifying students for participation, to do the administrative work necessary to make the program successful, to organize four-year campus tours, to assist in setting up a speaker series, to develop retention programming, to help conduct fundraising or help in marketing the program, etc. These would be the responsibilities of a coordinator of the Mfumo program. Instructional support is needed in order to provide students with such issues as transportation, food, housing, and getting students acquainted with the San Jose bus routes when a critical ride to school was lost. etc.
- Workload measures (includes budget details). Describe the program’s workload measures as developed within the Student Services process.**
 Workload issues involve the Counselor and Outreach staff to recruit students for the fall quarter. Ultimately the intent is to have a cohort of students be recruited prior to September 1, so that students can take part in CNSL 50, meet with a Counselor to formulate an educational plan and go through a campus and Mfumo orientation. Bus trips are

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scheduled for winter and spring quarter so that students can visit CSU and UC schools to encourage transfer.

5. **Budget analysis categories of expenditures (A Budget, Equipment, Supplies):**
Computers are needed to assist students with navigating online systems such as DegreeWorks, ASSIST (for transfer), EUREKA (for career info), and for easier access to writing papers for classes. The need continues to fund release time for faculty and staff.
6. **Basic skills programs (If applicable)**
Mfumo students are typically Basic Skills students, or those who need additional academic support outside of the classroom in the way of tutoring, mentoring, Educational Plan development, etc.
7. **Transfer programs: (If applicable)**
Mfumo provides campus tours to in-state four year colleges and partners with the Transfer Center to connect students with admissions representatives and counselors.
8. **CTE programs: Labor/Industry Alignment alignment (If applicable)**
N/A

Mfumo Narrative

Students served are based on course enrollments for the past 3 years in Mfumo English 209 section and concurrent Counseling 1 for Mfumo students for the fall quarters; English 110 and CNSL 86 for winter quarters; English 1A and CNSL 85H for spring quarters. The program has attrition such that by the spring quarter there are typically 15-20 students completing the program. Students are typically African-American, although the program has served Asian Pacific Islander, Latino and Caucasian students as well.

The Counselor and English Instructor teach the classes as part of load. Duties of the faculty member include teaching, special office hours, and course preparation. In addition, the faculty member meets weekly (in person, phone, and email) with the Mfumo coordinator and with the Counselor to discuss any issues students are having involving computer problems, study space, emotional problems at home, etc. and to coordinate any resources to assist the students.

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Section 2. Learning Outcomes Assessment Summary

2.1. Insert – Previous year’s Four Column Report for SA-O/SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Unit Assessment Report - Four Column

Foothill College

SA - Mfumo

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings	Reflection/Action & Follow-Up
SA - Mfumo - Mfumo - Students will be self-sufficient in typing, editing, proofing and printing class assignments by the second quarter. Students will progress to English 1A by their 3rd quarter Student will advance to college transferable courses by their 4th quarter Start Date: 09/10/2012 End Date: 06/20/2013			

2.3 Please provide observations and reflections below.

2.3.a Service Area Student Learning Outcomes

1. What findings can be gathered from the SLOs: The student will progress from English 209 in fall to English 1A by spring of the same academic year.
2. The student will take a full course load of 12 units every quarter.
3. The student will use time management and course planning tools to guide their success.

2.3.b Does any of the data suggest that revisions might be necessary in order for students to successfully achieve the SA-SLOs? No

2.3.c Do the SA SLOs reflect the knowledge, skills and abilities students need from those services in order to succeed? Yes

2.3.d How has assessment of SA-SLOs led to improvement in student success at the institution?
Reflection of SLO’s has allowed for persistence of the Mfumo model.

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2.4 Annual Action Plan and Summary: Using the information above, list the program's action steps, the related [Core Mission objective](#), SLO assessment data and the expected impact on student success.

Action Step	Related SA-O/SLO assessment (Note applicable data)	Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources)	How will this action improve student learning/success?

Section 3: Program Goals and Rationale

Program goals should be broad and incorporate some sort of measurable action that connects to Foothill’s core missions, Educational & Strategic Master Plan (ESMP), the division plan, and SLO’s.

3.1 Program relation to Core Missions

Basic Skills – Movement through basic skills English to college level English in one year.

Transfer – Program components are designed to motivate student transfer.

Workforce – Program components are designed to motivate non-transfers to FH degree completion.

3.2 Previous Program Goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications

3.3 New Goals: Goals can be multi-year

Goal	Timeline (long/short-term)	Supporting Action Steps from section 2.4 (if applicable)	How will this goal improve student success?
Students will gain knowledge about clear and specific educational goals by completing an educational plan.			Mfumo students will have an educational plan and will follow up with a Counselor one time per quarter.
Students will increase knowledge of transfer opportunities and options for Mfumo students for overall improvement of student success.			Mfumo students will attend bus tours to college campuses.

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Section 4: Program Resources and Support

4.1 Using the tables below, summarize your program’s resource requests.

Full Time Faculty and/or Staff

Position	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
1 Classified Member		The staff support of the classified member is an important part of student success. Currently Mfumo serves 15-20 students by Spring quarter, though the class runs from 25-30 in the Fall. Since the program requires a great deal of time from the instructor and counselor, this leads to little time for marketing, planning, mailings, etc. This individual would help with coordinating the daily functions of the program.	All

B Budget Augmentation

B Budget FOAP	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
Currently under Outreach but TBD	\$30,000.00		

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)

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One-time/Other: (Release time, training, etc.)

Description	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)

Section 5: Program Strengths/Opportunities for Improvement

5.1 Use the matrix provided below and reflecting on the program relative to students’ needs, briefly analyze the program’s strengths and weaknesses and identify opportunities and challenges to the program. Consider external and internal factors, such as demographic, economic, educational, and societal trends. Some considerations may include current and future demand for the program, similar programs at other comparable institutions, and potential auxiliary funding.

	INTERNAL FACTORS	EXTERNAL FACTORS
Strengths	Cohort model proved to be effective with the students.	Underrepresented students having virtually no support network outside of school could benefit from the Mfumo program.
Weaknesses	The organization of a mentoring program fell through due to the lack of faculty/staff knowledge and participation. Lack of planning time for collaboration between counselor and instructor.	Unable to plan outside activities (i.e.: bus trips to transfer colleges).
Opportunities	Increased knowledge of transfer and career opportunities and options for overall improvement of student success. Students become a part of the Foothill community.	Introduce student to transfer/career opportunities through workshops, STEM, mentoring and honors programs; visiting transfer colleges.
Threats	Lack of awareness of the program may lead to cuts.	The state budget.

5.2 Are there any critical issues you expect to face in the coming year? How will you address those challenges?

Program:

Updated:

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5.3 What statements of concern have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the Program Review Team regarding overall program viability?

5.4 Address the concerns or recommendations that were made in prior program review cycles?

5.5 After reviewing the data, what strengths or positive trends would you like to highlight about your program?

Section 6: Feedback and Follow Up
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This section is for the Dean to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis:

Strengths: Having a cohort format strengthened the retention rate of students in the program. Also, the counseling component was helpful in assisting students in dealing with life issues that sometimes impeded on their success in the program and in school.

Weaknesses: Marketing and recruiting, inconsistent staff and counselors to maintain the program.

6.2 Areas of concern, if any:

Need for continued and consistent marketing, recruitment, and matriculation into the Mfumo program. Offer more out of class experiences and assess the value of activities in relationship to students' educational goals and overall success.

6.3 Recommendations for improvement:

Mfumo team will need to generate more data using pre/post-test evaluations to assess if students are applying what they have learned to educational resources (i.e., using Eureka, assist.org, DegreeWorks, etc.).

6.4 Recommended next steps:

Proceed as planned on Program Review Schedule

Further review/Out of Cycle In-Depth Review

Program:

Updated: