



# PROGRAM



## Program Review SelfStudy

- 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 test 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 requirements of the Student Success Act.
- Student Success Task Force Recommendations: FYE addresses the following recommendations from the Student Success Task Force:
  - Increase Student Readiness for College
  - Strengthen Support for Entering Students
  - Improve Education of Basic Skills Students
  - 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 links

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 yearlong California Acceleration Program (CAP) trainings and teach using acceleration principles. Starting 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 transferable 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 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 One Year Celebration was partially allocated through the BRAC program. 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 [Educational and Facilities Master Plan](#). 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 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.

	FYE students	All WVC students
African-American		

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

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. 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:*



# 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 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 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 Resource 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 a 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~~ 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 – Fulltime 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~~.)

### 8. Personnel – Part-time Hourly

Please describe the specific position(s), total number of hours for each position, and the hourly rate, if known. (For example: We need ~~additional~~ 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 ~~the program's base~~ 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

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 number of students served.

12. Other Operating Expenses and Services – Dues

None

13. Other Operating Expenses and Services – Memberships

13. Other Operating Expenses and Services

List both recurring software license fees and ~~any~~ software purchase requests. Also