South Mountain Community College

Non-Instructional Student Support Programs & Services

Program Review - Spring 2021 Cycle

First Year Experience/New Student Orientation

Non-Instructional support programs and services include all areas not primarily inside the realm of instruction that assist and support students, employees, public, and the institution in achieving success even if these areas include faculty members. Some programs and services may be difficult to classify, but as this process is comprehensive, every program and service MUST be evaluated.

Instructions: Use this template to organize the respective responses for the identified program or service above. Be concise and evidence-based in the responses using both quantitative and/or qualitative data. The responses to some criteria in this program review may be more detailed than others; however, all should be an accurate reflection of the identified program or service.

- Ensure alignment with strategic planning goals, priorities, and MCCD Strategic Commitments.
- Focus on continuously improving SMCC programs and services.
- Note that some criteria may overlap in concepts or evidence. You may refer to previous responses for succinctness and establishment of connected concepts.\
- No additional attachments, links, or content other than images will be accepted.
- For the strongest response, collaboration with college and district colleagues relative to program strengths, challenges, and opportunities is encouraged.
- Submit a draft to each of the respective program or service team members for feedback, and submit a *final* draft to the unit supervisor and to the respective Vice President.
- Images, charts, and graphs and tables are permitted, but should not be excessive, and should not be used to circumvent the page count.
- Outcomes will include recognition of successes and achievements; create an action plan for improvement; and continue to provide quality programs and services through a program review and a peer review process (*Review Board)*.

Limit your submission to no more than six (6) total pages excluding the Appendix, Review Board, Review Board's Recommendation(s), and Action Plan.

Vice President Program Review Approval: (Initial & Date) Dr. Osaro Ighodaro__ Date: 4/6/21

Brief Program Information:

The Department of First Year Experience and New Student Orientation (FYE/NSO) is a part of the Student Development Division at South Mountain Community College (SMCC). FYE/NSO's purpose is to coordinate and deliver services to support student orientation, transition, and retention for ***First-Time in College (FTIC)*** *students at SMCC. The staff responsible for implementing FYE/NSO programming are committed to helping students gather a positive impression of the SMCC campus community. FYE/NSO staff are also committed to creating a welcoming environment that facilitates an intentional connection of students to people (staff, faculty, and administrators), resources, services, and expectations to support students in navigating the educational environment. Since 2014, NSO services have supported the transition of over 5,000 FTIC students at SMCC.*

The Fall 2020 distinct count of students enrolled in a Field of Interest at SMCC was 3,257. 68.8% of students identified as first generation; 77.4% were minority students; 70.1% were under the age of 25; and 77.6% were enrolled part-time.

A. History, Development and Adaptability of the Program/Service

Staffing. At the time of the last program review cycle in 2018, FYE/NSO was composed of two full-time classified staff (non-exempt, Student Services Specialists, Grade 109), and one Student Services Supervisor (exempt, Grade 117). At present, the department has two full-time classified staff (non-exempt, Student Services Specialists, Grade 109). Leadership for the department is provided by a Student Services Manager (exempt, Grade 118) who also supervises the Testing Services department as a result of a reorganization following the last program review cycle. As of May 2020, the Student Services Manager for FYE/NSO and Testing Services is also serving as the interim Director of Career and Educational Planning (Academic Advising) through June 30th, 2021.

One FYE/NSO Student Services Specialist position is vacant as of February 1st, 2021. Effective January 4th, 2021, FYE/NSO acquired one additional staff member in a short-term assignment through June 30th, 2021. This position is a Student Services Analyst (exempt, Grade 114). This short-term assignment is the result of the loss of the TRiO Student Support Services (SSS) program: The SMCC TRiO SSS program (a grant funded program through the US Department of Education) was not selected as an awardee in the last grant application cycle and services under the program ended in August 2020. The Executive Leadership team identified internal temporary reassignments for TRiO staff to apply for and work in those reassignments through the end of the fiscal year. One opportunity was established in FYE/NSO.

History on New Student Orientation services within the Maricopa County Community College District

Student Success Initiative. The foundation of New Student Orientation services at SMCC can be attributed to the MCCCD Student Success Initiative (SSI), which originated as a pilot project (known as the Student Success Pilot or iStart Smart) in 2008. The guiding principles for this initiative were to develop, implement, and sustain systemic student success strategies across Maricopa Colleges to impact student retention, persistence, and degree completion. The project incorporated a selection of recognized best practices for community colleges to shape the intake and onboarding enrollment experiences of first-time college students who declared an intent to earn an Associate's degree or an intent to transfer to a university.

> **Pre-Guided Pathways (GP) SSI Mandatories.** Pre-Guided Pathways (GP), the Maricopa experiences for the SSI cohort included the following activities prior to (or during) the first semester of enrollment: placement testing in reading comprehension, English composition, and mathematics; academic advising prior to the first semester of enrollment; New Student Orientation (NSO) prior to the first semester of enrollment; and additional measures for developmental students, including beginning developmental course sequences during the first year, and enrollment and successful completion in a college success course (AAA115

(1-credit)/CPD150 (3-credit). Historically, SMCC has encouraged completion of the college success course for all new students.

Effective in the 2013-2014 academic year, the experiences outlined in the SSI were defined as "mandatory" in District policy in the common catalog pages. In 2016, modernization to the Student Information System (SIS) created a system "hold" to encourage placement testing in reading, English, and math, as well as an initial advising/orientation hold to encourage students to complete these experiences as a part of the enrollment process.

Decline of SSI. At the District level, the Office of Institutional Effectiveness crafted a cohort model query that was provided to college Institutional Research (IR) offices to identify students who met cohort criteria (new to college, degree or transfer seeking), as well as outline their developmental placement, according to the current developmental placement logic (derived from the MCCCD course placement chart). The last time the draft SSI cohort model was run was for Spring 2020. The Course Placement Table that was used for many years to capture these data was discontinued in Summer 2019 with no replacement due to the immense changes to student assessment and placement policies as a part of developmental education redesign under GP.

Guided Pathways. A discussion on the history, development, and adaptability of FYE/NSO cannot be conducted without a review of Guided Pathways (GP) Transformation. SMCC and the Maricopa County Community College District (MCCCD) are in the midst of large-scale organizational change informed by the national community college reform movement known as Guided Pathways (GP). Under GP, reform efforts are rooted in data-informed decision making; focused on closing equity gaps; and are designed to improve outcomes for students who are historically underserved and marginalized in higher education.

Features of GP include clear, coherent degree and certificate pathways organized by meta-majors; reimagined models of developmental education designed to accelerate entry into and completion of college level English, reading comprehension, and mathematics; reimagined and streamlined student intake, onboarding, and orientation processes; and holistic, case-management models for academic advising. MCCCD has identified GP as one of three primary pillars of its districtwide change efforts known as "Transformation."

Under GP, MCCCD has organized all of its degree and certificate programs into nine Fields of Interest (meta-majors) to help students clarify their career pathway and connect to their learning community.

NCII Guided Pathways Leading Indicators of Student Success. SMCC and MCCCD focus has shifted away from SSI and towards tracking new-to-Maricopa metrics identified by MCCCD GP consultants, NCII. These metrics include next term persistence rate, college-level credit momentum, completion of college-level English and Math in the first year, graduation and transfer rates, and years to completion.

Fall 2020 GP College Agreements. In January 2020 GP leadership teams from each college were invited to participate in a one-day workshop and were tasked to identify common agreements every college would make as a part of GP version 1.0 in Fall 2020. Three areas were identified for common agreements: Advising, New Student Orientation (NSO), and Fields of Interest (FOI).

College Agreements: New Student Orientation (NSO)

NSO-1. Orientation is a mandatory step for all new degree/certificate/transfer students and will continue to fall under a joint Advising/Orientation hold.

NSO-2. NSO should provide the exact same competencies, with variation in type of experience at each college, for every entering Maricopa student.

College Agreements: Fields of Interest

FOI-1. The FOI will be selected on the new student application and will be revisited during the orientation process and the students' first year experience for degree/certificate/transfer students.

FOI-2. Recruitment collateral will include FOI information for degree/certificate/transfer students, as appropriate.

FOI-3. All front-line staff will know how to direct a student to gain support in selecting a FOI.

FOI-4. All staff supporting students in the application process will understand the value of FOIs and will be able to assist a student in selection.

FOI-5. Colleges will begin to provide academic/student support services targeted to FOIs in Fall 2020.

Development and Adaptability of New Student Orientation services at SMCC

Commitment to Continuous Improvement. FYE/NSO is committed to continuous improvement to enhance the student experience and student outcomes. NSO content is updated on a semester by semester basis and is responsive to the college's teaching and learning environment, programs, services, and policies. For example, in alignment with the Guided Pathways Fall 2020 College Agreements, FYE/NSO committed to introducing new and continuing students to the concept of Fields of Interest (FOI) through the intake, onboarding, and orientation experience at SMCC. FYE/NSO has served as a leader at SMCC in FOI implementation by contextualizing NSO by FOI. FYE/NSO staff have curated campus information and resources such as FOI Team Cards, which describe each FOI as well as faculty and staff in the FOI, as well as FOI orientation e-courses that are accessible to prospective, incoming, and current students. In addition, FYE/NSO integrated Maricopa PipelineAZ into the virtual orientation experience. By encouraging students to create an account with Maricopa PipelineAZ, students can complete a brief career assessment to identify their FOI. In response to COVID-19, the FYE/NSO team provided information on campus health and safety measures; described Instructional Delivery Methods (Online, Live Online, Hybrid, Hybrid Virtual, and In Person); and provided tutorials on online student tools like the Canvas Learning Management System (LMS), the official student email, and the Student Center.

First Year Experience. As of 2017, NSO has operated as a department within the division and reports directly to the Vice President of Student Development (VPSD). In 2019, the VPSD added "First Year Experience" to the title of the department to bring sharper focus to the prospective impact of GP on the student experience.

MCCCD FYE SLOs: MCCCD NSO stakeholder developed shared Student Learning Outcomes (SLOs) that have been utilized since 2012. FYE/NSO plans to align its services to the delivery of the MCCCD FYE SLOs: In the Fall of 2019, the Guided Pathways Integrated Student Support (ISS) work-team developed 9 Student Learning Outcomes for the new First-Year Student Experience. A district task force was formed by the Provost in Summer 2020 whose charge was to design ways to incorporate these Student Learning Outcomes into our students' day to day activities and coursework. The work of the taskforce is ongoing.

SMCC and the FYE SLOs: A goal for 2021-2022 for SMCC's FYE/NSO department is to develop and implement a consistent model for assessing relevant MCCCD student learning outcomes. For example, MCCCD FYE SLO #2 is *Develop personal, professional, and academic connections and relationships to engage in the college community. [Meaningful Connections].* FYE/NSO has strived to create connections in the virtual environment with new student orientation information on our college website. Students and potential students can hear from and learn from their teams of advisors and faculty across Fields of Interest (FOI). We have curated videos from FOI academic advisors, information from FOI teams, and we have provided general contact information for students to connect with members of their FOI team. A knowledge check embedded within the virtual orientation experience prompts students to identify their FOI academic advisor.

Fields of Interest. In response to GP, during the Fall 2019 semester, staff and faculty from across the college participated in Fields of Interest (FOI) Implementation teams. The New Student Orientation Field of Interest (FOI) Implementation team, in collaboration with faculty and staff, developed a model for the initial advising, orientation, and registration experience for new to college students by Fields of Interest (FOI). Using the six P's framework (Personal Connection, Place, Purpose, Pathway, Plan, Preparation) adapted from Valencia College, FYE/NSO staff worked with FOI faculty coordinators to contextualize the SMCC program information by FOI (see Table 2 in the Appendix).

COVID-19 Pandemic. In mid-March 2020, in response to the COVID-19 pandemic, FYE/NSO transitioned to remote services. New Student Orientation was contextualized by the nine Fields of Interest (FOI) and delivered in a webinar format via Webex Events. During the Fall 2020 enrollment period, NSO services were delivered in the format of synchronous webinars through web conferencing, asynchronous webinar recordings, and asynchronous Canvas modules. Three of the nine Fields of Interest (FOI) were represented at each webinar. First Time in College (FTIC) students seeking to enroll for Fall 2020 were invited to participate in an online orientation webinar by Field of Interest (FOI) prior to meeting with their FOI academic advisor for first semester advising and enrollment.

> **NSO enrollment services.** Over the past eight years (with the exception of the enrollment period leading up to the Fall 2020 semester), FYE/NSO has coordinated and facilitated new to college orientation and registration sessions for incoming FTIC students. This helps to alleviate the registration bottleneck during peak enrollment periods, given the limited advising capacity at SMCC. The enrollment period prior to the Fall 2020 semester was the first time where academic advisors were responsible for FTIC enrollment during one to one appointments. SMCC has seven Student Services Analysts who advise for one or more of the nine Fields of Interest.
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> **Online group registration**. Following the Fall 2020 enrollment period, FYE/NSO and Career and Educational Planning (CEP) staff participated in a Plus/Delta dialogue to identify strengths and opportunities to improve online business processes and services to students. FYE/NSO staff were able to develop a virtual group registration business process in preparation for the Spring 2021 enrollment period in collaboration with CEP. These sessions are contextualized by Field of Interest (FOI) and are facilitated in Webex meetings.

Virtual Orientation. During the Fall 2020 semester the FYE/NSO worked to develop a dynamic virtual on-boarding experience for first-time in college students with an emphasis on: 1) Connecting students to their Field of Interest (FOI); 2) Helping students complete essential steps for enrollment and 3) Familiarizing students with the online learning environment at SMCC (see diagram 1).

Inspired by Scottsdale Community College's Artie's Welcome on Demand, FYE/CEP developed one (1) Pre-Orientation on demand course in addition to nine (9) Field of Interest-specific on-demand courses in the Articulate 360 Platform (an e-learning course platform) that are accessible to prospective, new, and continuing students at SMCC.

FYE/NSO staff worked directly with Field of Interest Faculty Coordinators, FOI teams, and Field of Interest Academic Advisors (building upon the work of the Fall 2019 Field of Interest Implementation teams) to bring these courses to fruition (outlined in Table 2 in the appendix). The on-demand courses that are accessible to prospective, new, continuing, and transfer students at SMCC; are Desktop, tablet, and mobile-friendly; Connect students to SMCC faculty, staff, and student organizations based on their Field of Interest (FOI); Reinforce/break down essential enrollment steps for First Time in College (FTIC) students; and introduce students to the online teaching and learning environment at SMCC. The FYE/CEP team developed an online feedback form that was shared with

campus stakeholders, acknowledging that continuous, iterative improvements to the content and design of the courses will be needed.

Accessibility. Based on feedback and recommendations from SMCC's Manager of Disability Resources and Services (DRS), FYE/NSO staff have focused on improving accessibility for learners with screen readers by adding alternative text to images. In addition, we've worked to ensure that all videos are closed captioned. SMCC's web developer also ensures that all NSO web content is ADA accessible.

B. Program/Service Goals and Objectives: **Service goals and objectives for FYE/NSO are designed to support student orientation, transition, and retention for First-Time in College (FTIC) students at SMCC.**

- Deliver services designed to facilitate the transition of new students to the institution and to their Field of Interest (FOI).
- Introduce students to campus resources, tools, and opportunities that contribute to their educational experience, goals, and campus engagement.
- Serve as members of Field of Interest (FOI) teams to support communication, collaboration, and student engagement within their FOI.
- Prepare students for SMCC educational opportunities and student responsibilities.
- Provide contextualized orientation, advising, and registration services to FTIC students at SMCC year round and coinciding with the open enrollment periods established by MCCCD.
- Deliver orientation services in alignment with SMCC/MCCCD Guided Pathways transformation, vision, mission, and strategic goals and priorities, and SMCC/MCCCD Student Learning Outcomes (SLOs).
- Help students maintain momentum in the enrollment process from inquiry, to Field of Interest (FOI) selection, to application, placement, advising/orientation, enrollment, beginning of term, and completion of the first semester and first year.
- Implement service efforts designed to facilitate the transition of special student cohorts to the institution including (but not limited to) Phoenix Union High School District graduates; AAEC South Mountain High School seniors; SMCC Early College Program seniors (Achieving a College Education (ACE) and Hoop of Learning); Elevate Phoenix Summer Bridge program (graduates from Cesar Chavez and Camelback high school).

Program Support of the SMCC Vision & Mission

Orientation services are integral to the teaching and learning mission of higher education. FYE/CEP demonstrates the SMCC vision by educating students on Fields of Interest (FOI) and associated degree, certificate, and career pathways; encouraging the development of students' self-efficacy and self advocacy; and connecting students to SMCC programs and support services. FYE/NSO fosters student development and supports the SMCC mission by delivering orientation and registration services, information, and resources on campus resources, SMCC educational opportunities and student responsibilities, and referrals to other academic and student services.

Summary of Previous Program Review (in our case, 2018 Cycle)

The review board from the 2018 Program Review cycle indicated that the program/service goals were clearly aligned with the college missions and strategic plan; internal and external demand were clearly identified; and program and service outcomes were satisfactory and of standard quality. The Program Review board indicated that there was room for improvement in outlining action plans for services in the opportunity analysis, with attention to the ambiguity surrounding the early stages of GP transformation. An interest in longitudinal data on student outcomes (specifically, lagging indicators) for those students who participated in NSO was expressed. For example, how many students graduate, how many students transfer, how long it takes students to complete an associate's degree. A current data request is awaiting processing from SMCC's IR department to assess first semester course completion, semester to semester retention, and year to year persistence for the Fall 2018, Spring 2019, and Fall

2019 cohorts. Spring 2020, Fall 2020, and Spring 2021 cohort data analysis are not yet available. SMCC's Institutional Research (IR) office will provide data on the cohorts highlighted in yellow.

Cohort	First Term Course Success/Completion Rates	Next-Term Persistence	Next Year Persistence
Fall 2018	Fall 2018	Spring 2019	Fall 2019
Fall 2019	Fall 2019	Spring 2020	Fall 2020
Fall 2020	Fall 2020	Spring 2021*	Fall 2021*
Spring 2019	Spring 2019	Fall 2019	Spring 2020
Spring 2020	Spring 2020	Fall 2020	Spring 2021*
Spring 2021*	Spring 2021*	Fall 2021*	Spring 2022*

** SMCC IR cannot provide data as these terms have not occurred or data is unavailable.*

The Program Review board indicated that the program/service demonstrated effective and responsible use of public resources and that resources were adequate; however, further evaluation could be necessary in order to address the needs of Guided Pathways, Field of Interests (FOI), and other District Transformation work. The Program review board also indicated that the program/service may require additional funding to address the growing number of students who engage in online learning:

> *Virtual tours may allow students access to orientation via a phone, computer, or other electronic devices; thereby decreasing the amount of time required to participate in the face-to-face portion of orientation. Guided Pathways, Field of Interests (FOI), and other District Transformation work will also likely require a more individualized or a case management approach to FYE/NSO.*

Key Changes, Challenges, and Improvements in the program or service since the last program review

Prior to the COVID-19 Pandemic, FYE/NSO staff were hoping to expand the orientation program by partnering with an online orientation vendor; however, this type of educational technology is expensive. For example, online orientation platform packages from Advantage (an orientation technology vendor) ranged from $17,500 to $69,925 with an annual renewal price of $5,500. A package from Comevo (an orientation technology vendor) ranged from $6,000 to $17,000.

Since the last program review cycle and prior to the COVID-19 pandemic, FYE/NSO participated in two college Innovation grant application cycles to request funding to support online orientation; however, our applications were not selected.

In response to COVID-19, it was vital that FYE/NSO invest in a cost-effective platform to communicate important information to incoming students. We procured three licenses in Articulate 360 Teams (Education) for SMCC staff in New Student Orientation to develop our Pre-Orientation and nine FOI on-demand courses in the Articulate 360 e-learning platform. The rate for educators is $649 per license, for a total annual cost of $2,069.66. FYE/NSO elected to populate the ten e-courses on the web to make them easily accessible to new, continuing, and transfer students. FYE/NSO hopes to continue to use Articulate 360 to support the virtual New Student Orientation experience for the 2021-2022 academic year. FYE/NSO wants to develop a plan to assess the efficacy of this platform. If additional funding becomes available, other educational technology vendors will be explored.

Program Demand and Effectiveness:

A. Internal Demand

SMCC and MCCCD FTIC students: Introduce students to campus resources, tools, and opportunities that contribute to their educational experience, goals, and campus engagement.
SMCC Faculty and Academic Divisions: Introduce students to SMCC/MCCCD Fields of Interest (FOI); Translate expectations for the SMCC teaching and learning environment to FTIC students during orientation, such as how to locate faculty contact information, the importance of the course syllabus, and the distinction between COVID-19 instructional delivery methods.

SMCC Counseling Division (My360): Introduce FTIC students to available Counseling services, CPD150 (Strategies for College Success), and the my360 career and educational planning experience.

SMCC Department of Financial Aid: Review Federal and SMCC/MCCCD financial aid processes with FTIC students (such as applicable financial aid years, important dates and deadlines); describe the types of federal financial aid; promote responsible borrowing practices; connect students to relevant financial aid resources; help students locate financial aid To DO items and Financial Aid awards in the Student Center to promote the completion of federal financial aid files.

SMCC Department of Career and Educational Planning (CEP): Introduce students to SMCC/MCCCD Fields of Interest (FOI) and their FOI academic advisor. Coordinate and facilitate new to college orientation and registration sessions for incoming FTIC students. Introduce students to the advising notes feature in the Student Center. Serve as members of FOI teams in collaboration with FOI academic advisors.

SMCC Department of Recruitment and Outreach: Deliver orientation and registration services for FTIC students during in person or virtual enrollment events (such as Phoenix Union High School District enrollment days).

SMCC embedded college advisors: Deliver orientation and registration services for FTIC students during in person or virtual enrollment events for high school seniors at the Academies at South Mountain, Cesar Chavez High School and Betty H. Fairfax high school.

SMCC Early College Programs: Deliver orientation and registration services for Achieving a College Education (ACE) and Hoop of Learning concurrently enrolled high school students.

SMCC Athletics: Work with the Director of athletics to develop an intake, on-boarding, orientation, and registration process for FTIC student athletes with an emphasis on FOI connection and educational planning with a FOI academic advisor.

B. External Demand

AAEC South Mountain High School: Deliver orientation and registration services for concurrently enrolled high school seniors.

Phoenix Union High School District (Academies and South Mountain High School; Cesar Chavez High School; Betty H. Fairfax High School): Deliver orientation and registration services for FTIC students during in person or virtual enrollment events for high school seniors at the Academies at South Mountain, Cesar Chavez High School and Betty H. Fairfax high school.

Elevate Phoenix: Elevate Phoenix is a non-profit program embedded in urban schools in the Phoenix metropolitan area. Elevate Phoenix has developed an accredited class called “Peer Leadership” to engage their students within Phoenix Union High School District (Cesar Chavez High School and CamelBack High School). Elevate Phoenix is a 24/7 mentoring program. R.I.S.E. stands for Relationships, Instruction, Support and Equipping of at-risk urban post-secondary students. R.I.S.E. is a summer bridge program for high school graduates. Elevate Phoenix works

with students to help them identify a post-secondary plan; the primary goal of R.I.S.E. is to expose students to college through the completion of a 5-week summer program where students will take 6-college credits. FYE/NSO coordinates with other areas in enrollment services and the learning division to facilitate the intake, on-boarding, orientation, and registration for students participating in R.I.S.E.

C. Quality of Inputs and Process

Facilities: The college has dedicated space for New Student Orientation and associated First Year experience programming in the Student Enrollment Services building. A dedicated facility is a representation of the importance that New Student Orientation holds in the intake and onboarding process of new students at South Mountain Community College. The Department also has a laptop cart with 19 HP laptops, 7 Ipads, and a printer. Access to this technology enables staff to facilitate robust enrollment experiences for students, including supporting students in password creation for the Student Center, to teach students how to navigate the online course catalog, and to self-enroll in courses.

In response to the COVID-19 pandemic, the laptops were pulled into the college's technology distribution process for staff working remotely. It is unknown at this time if these laptops will be recouped as the college reopens and staff and students return to campus.

D. Quality of Outcomes

The Survey of Entering Student Engagement (SENSE) asks students to reflect on their earliest experiences (academic and services-related) with the college. According to 2019 SMCC SENSE findings, 68% of SMCC students reported that they participated in orientation, which was the second highest rate of participation reported (behind Scottsdale Community College at 71%). 96% of SMCC SENSE respondents reported that they would recommend their orientation experience to other students.

In a previous analysis by SMCC's Institutional Research (IR) office on the completion of experiences outlined in the Student Success Initiative (SSI), the most beneficial experience proved to be the college success class, followed by orientation. Students that completed both orientation and the college success course had the highest probability for first term successful course completion -- on average, these students completed 88% of their courses successfully and 78% of them passed the majority of the courses they attempted. Those students that successfully completed the college success course (AAA115 or CPD150) were about 1.6 times more likely to pass the majority of their courses than students that did not complete this requirement, while those that completed orientation were about 1.2 times more likely than those that did not.

A current data request is awaiting processing from SMCC's IR department to assess first semester course completion, semester to semester retention, and year to year persistence for the Fall 2018, Spring 2019, Fall 2019, Spring 2020, and Fall 2020 cohorts.

Since 2014, NSO services have supported the transition of over 5,000 FTIC students at SMCC. Although student Full time equivalents (FTEs) are declining, FYE/NSO has consistently served over 800 students each academic year (AY) from 2014-2015 AY to 2019-2020 AY (see Table 1 in the Appendix). NSO services are targeted at FTIC students, but any student is welcome to participate.

- On average, over 75% of FTIC students participated in NSO in Fall 2018 and Fall 2019
- Over average, approximately 62% of FTIC students participated in NSO in Spring 2018 and Spring 2019

FYE/NSO saw a sharp decline in NSO participation during the Fall 2020 enrollment cycle as a result of COVID-19. 258 students participated in a NSO webinar by FOI, which represents a 57% decrease compared to previous Fall cohort participants. The most popular FOIs were Health Sciences (59), Business, Entrepreneurialism and Management (49), Behavioral Science and Human Services (43), STEM (31), Computer and Information Technology (25), Visual and Performing Arts (23), Culture and Society (13), Education (10), and Applied Technology (2). FYE/NSO also saw a decline in NSO participation during the Spring 2021 enrollment cycle. 65 students attended

NSO, which represents a 62% decrease from prior Spring cohort participants. FYE/NSO hopes to continue to support student onboarding in the COVID-19 and post-COVID-19 learning environments.

In the Fall of 2019, the Guided Pathways Integrated Student Support (ISS) work team developed 9 Student Learning Outcomes for the new First-Year Student Experience. A district task force was formed by the Provost in Summer 2020 whose charge was to design ways to incorporate these Student Learning Outcomes into our students' day to day activities and coursework. The work of the taskforce is ongoing.

MCCCD NSO stakeholders developed Student Learning Outcomes (SLOs) align directly with the Student Success & Completion Strategic Direction for South Mountain Community College as well as the following: Governing Board (GB) Strategic Commitment Build a Thriving Community through Access and Student Success (aligned with GB outcomes 1.1, 1.2, and 1.4).

After participating in New Student Orientation at the Maricopa County Community Colleges, students should be able to:

1. Recognize departments and services that can assist them in achieving success.
2. Identify best practices for student success in the classroom.
3. Explain the importance of setting and monitoring educational, personal, and career goals.
4. Articulate how to establish connections with other students, faculty, and staff at the college.
5. Locate where to find college deadlines, calendars, and policies (including but not limited to students Rights and Responsibilities).
6. Identify (LIST) precautions, behaviors, and specific steps students can take to optimize their personal wellness, safety, and security on campus.
7. Recognize financial literacy as an important component of current and future success.
8. Identify technology applications and resources essential to student success.

ASSESSMENT STRATEGIES	● Strategy #1: Survey Question: *Juan wants to study psychology and transfer to a university, but is unsure about which program of study to follow and which classes to enroll in. Which department is primarily dedicated to helping students select the right courses to meet their degree program requirements?* (Aligns with SLO #1) ● Strategy #2 Survey Questions: *Tre is enrolled in 12 credit hours this semester. When you apply the Study Time Formula, how many hours of studying are recommended outside of class in order for Tre to successfully complete all of his courses? (For every 1 hour of in class time per week, spend 2 hours outside of class).* (Aligns with SLO #2) ● Strategy #3 Survey Question: *Marissa is enrolled in an online English course next semester. Where will the student go to access the online class environment?* (Aligns with SLO #8) ● Strategy #4 Survey Question: *Liliana just enrolled in her first semester of college. She knows that she needs to complete her Federal Financial Aid file with the college or be prepared to enroll in a payment plan prior to the tuition deadline. Generally, when will tuition (the cost of courses) be due each semester?* (Aligns with SLO #7) ● Strategy #5 Survey Question: *My.maricopa.edu DOES NOT allow me to…* (Aligns with SLO #8)

RESULTS AND SUPPORTING DATA	• Results related to Assessment Strategy #1: **75.49%** of respondents correctly identified Academic Advisement as the department that is primarily dedicated to helping students select the right courses to meet their degree program requirements. The second highest response was Counseling Services (12.84%) • Results related to Assessment Strategy #2: **69.26%** of respondents correctly identified that students need to dedicate a minimum of 24 hours per week in order to be successful in their courses. • Results related to Assessment Strategy #3 **51.75%** of respondents correctly identified Canvas as the tool to access the online class environment. The second highest response was 'Find A Class' (29.96%). • Results related to Assessment Strategy #4 **75.49%** of respondents correctly identified the tuition deadline (35 days prior to the start of the semester). • Results related to Assessment Strategy #5 **62.65%** of respondents correctly identified that my.maricopa.edu does not allow students to sign up for tutoring.

For 2021-2022, FYE/NSO has the goal of developing and implementing a consistent model for the delivery and assessment of the MCCCD First Year Experience (FYE) student learning outcomes.

E. Stewardship of Public Resources

Annual performance reviews are conducted to ensure quality of service. Staff connect as a team weekly and one to one with the department manager on a monthly basis to identify opportunities for continuous improvement. FYE/NSO staff deliver services in a variety of modalities including in person, online (synchronous and asynchronous), by email, by chat, and by phone. FYE/NSO develops and provides online resources and documents that are utilized by other departments in service to students, which also reduce printing costs. For example, FYE/NSO staff developed a "How to Register Guide" that is utilized by FOI academic advisors. The guide outlines how students can access their Advising Notes, how to Find a Class, Add a Class, Drop a Class, Pay tuition and fees online, print their Class schedule, and View their textbook summary.

FYE/NSO also leverages videos and tutorials developed by the MCCCD District Office (DO) in online orientation. The two full-time classified staff are assigned to each of the 9 Fields of Interest (FOI) to serve as members of the FOI team, curate FOI information and resources to inform orientation content, support the intake, onboarding and orientation of FTIC students by FOI, support students in selecting a FOI, and support FOI-related programming. During peak enrollment periods, FYE/NSO staff support the Department of Career and Educational Planning by researching students' accounts and conducting proactive outreach to ensure that there are no barriers to enrollment during the advising appointment.

FYE/NSO adheres to policies that facilitate effective budget management and public stewardship. All employees are required to complete a MCCCD Public Stewardship course. FYE/NSO participates in shared processes for strategic planning and resource management, which involve elements of shared governance and campus-wide strategies for

soliciting feedback in the strategic planning process. FYE/NSO utilizes a PeopleSoft Financial Management System (FMS) application, which is an online, automated financial accounting system that captures all financial transactions. SMCC exhibits characteristics of centralized and decentralized approaches with respect to budget decision-making; purchases over $5,000 incorporate a District level fiscal authority, in addition to college level reviewers, for final approval. Purchases of goods and services under $5,000 can be approved by a college fiscal authority. A requisition (a request for purchase) is submitted to the online FMS and goes through a series of approvals, including the unit budget manager, Vice President of Student Affairs, and a college fiscal authority.

F. Organizational Analysis

Services will continue to be enhanced through collaboration with other departments in enrollment services, and in particular, the Department of Career and Educational Planning.

The physical location of the FYE/NSO department was recently relocated to a newly reconstructed area of the Student Enrollment Services (SES) building. There are two offices dedicated to the FYE/NSO Student Services Specialists. Due to COVID-19, staff have not yet worked out of their new office location. The new location for FYE/NSO staff is co-located with CEP, the Counseling division, and the Disability Resources and Services office, representing an exciting new opportunity for collaboration.

In planning the Fall 2021 NSO cycle, FYE/NSO staff have utilized FOI data to inform the number of contextualized sessions per FOI. For example, more in demand FOIs such as Health Sciences, Business, Entrepreneurialism and Management, and Behavioral Science and Human Services, have more frequent sessions to support orientation and registration compared to less in demand FOIs.

Although Full time student equivalents are declining, consolidation or reduction in the number of FYE/NSO staff could limit SMCC's capacity to deliver orientation services to FTIC students. SMCC serves a high population of first-generation college students, students of color, and students who are enrolled part-time: The Fall 2020 distinct count of students enrolled in a Field of Interest at SMCC was 3,257. 68.8% of students identified as first generation; 77.4% were minority students; 70.1% were under the age of 25; and 77.6% were enrolled part-time. GP is focused on closing equity gaps and improving outcomes for students who are historically underserved and marginalized in higher education. Members of FYE/NSO have been leaders in implementation of elements of GP.

Opportunity Analysis

Develop and implement a consistent model for the meaningful assessment of the MCCCD First Year Experience (FYE) student learning outcomes in a GP model. Use the information gained from assessment to improve student learning; establish processes and quantitative and quantitative methodologies to assess student learning as a result of their participation in orientation services. Emphasize ease of administration in assessment through naturally occurring opportunities; assessment of two or more outcomes and student satisfaction with one tool with an appropriate timeline; establish performance targets; partner with Career and Educational Planning for performance assessment.

Continue to prioritize virtualization of services, professional development, communication, and collaboration in regards to GP. Members of FYE/NSO are leading the college in building a sense of community around FOIs by embedding FOIs into the business process of New Student Orientation services; supporting virtual FOI events in coordinated by Field of Interest (FOI) academic advisors; creating content to introduce and reinforce the FOI concept to prospective, new, and returning students; and presenting on FOIs to a variety of internal and external stakeholders. Continue to deliver NSO services via synchronous webinars through web conferencing, asynchronous webinar recordings, and asynchronous Canvas modules. As health and safety measures permit, offer in person NSO services while continuing to develop dynamic online synchronous and asynchronous orientation resources and services.

Adopt more student-facing virtual support tools: SMCC is implementing a pilot with ConexEd, an enterprise level student success management system that consolidates disparate student services support tools under one

platform. Two-year institutions who implemented ConexED report a 32.2% increase in student meetings in the first year and reported a 10.4% increase in student retention in the first year. ConexED provides SIS and LMS integration to securely gather student data. Included in the platform are a number of dynamic reports that utilize the data from the SIS, LMS, and ConexED to track student results in both summary and detailed views. FYE/NSO plan to utilize Conexed to enable online appointment scheduling, NSO event registration/facilitation, and chat.

In partnership with English as a Second Language (ESL) academic advisors and faculty, develop an on-boarding experience to support ESL students/learners.

Appendix – Add any images, charts, graphs, tables

Table 1

Academic Year	Number of New Student Orientation and Registration Sessions facilitated
2014-2015	**59 New Student Orientation and registration sessions (serving over 800 students)**
2015-2016	**65 New Student Orientation and registration sessions (serving over 800 students)**
2016-2017	**57 New Student Orientation and registration sessions (serving over 800 students)**
2017-2018	**47 New Student Orientation and registration sessions (serving over 800 students)**
2018-2019	**53 New Student Orientation and registration sessions (serving over 800 students)**
2019-2020	**53 New Student Orientation and registration sessions (serving over 800 students)**
2020-2021	**65 New Student Orientation and registration sessions (serving 323 students)**

Table 2

Personal Connection	Students will connect with their peers, and the staff, faculty, and administrators within their FOI. *Who are the members of a student's support team within their FOI? What students clubs/organizations should students be aware of that relate to their FOI?*
Preparation	Students will apply college success skills within their FOI. *What are the skills, knowledge, and habits of mind that students need to be successful within their FOI?*
Place	Students will demonstrate awareness of college support systems within their FOI. *Are there specific areas on campus that students should be aware of? (Example: Business, Entrepreneurialism, and Management students should be aware of the Community Entrepreneurship Center.) Location of Faculty offices? Library staff?*
Purpose	Students will articulate their values, goals, interests and strengths in relation to their educational and career aspirations within their FOI. *What are the primary intentions, objectives, interests, or motivations related to the educational programs and related careers within your FOI?*
Pathway	Students will choose an academic program within their FOI aligned with their educational/career goals, interests, strengths and values. *What are the educational pathways (degrees and certificates) available to students within your FOI?*
Plan	Students will design an education plan with their FOI that includes goals for learning and a financial plan.

MCCCD FYE Student Learning Outcomes

1. Demonstrate characteristics of a productive self-advocacy, growth mindset, and/or an understanding of the relevancy of academic experience. (Themes: GROWTH MINDSET, SELF- ADVOCACY, SELF-EFFICACY, VALUE OF EDUCATION)
2. Develop personal, professional, and academic connections and relationships to engage in the college community. (Themes: MEANINGFUL CONNECTIONS)
3. Plan and budget for the funding of educational goals using a wide range of FINANCIAL LITERACY)
4. Demonstrate integrity and accountability in alignment with the expectations of the college community. (Themes: ACCOUNTABILITY AND PROFESSIONALISM)

5. Apply at least one self-care strategy that fosters a healthy mind, body, and spirit. (Themes: SELF CARE)
6. Evaluate how background, experiences, and world views impact values, assumptions, behaviors, and relationships with others. (Themes: DIVERSITY OF PERSPECTIVES)
7. Confirm a pathway to educational and career goal attainment through career exploration activities. (Themes: CAREER)
8. Apply student success strategies to identify and work towards personal, academic, and/ or professional milestones. (Themes: SUCCESS STRATEGIES/GOALS)
9. Utilize appropriate campus resources, tools, and opportunities that contribute to educational experience, goals, and campus engagement. (Themes: RESOURCES)

MCCCD NCII 5 Critical Experiences for the First Year

Critical Experience	**Examples of Recommended Strategies**
Students need to have adequate information to be able to make an informed FOI choice - early!	Delivery and use of a career assessment/inventory prior to admission and/or registration; Colleges should be pointing students to PipelineAZ, MyNextMove, or Maricopa CareerLink when they don't know what they want to do; Use of District-wide FOI video(s) and/or internal FOI videos to increase student knowledge around FOIs
Students should have support for Career Exploration in the first semester to inform/solidify program choice.	Career exploration in the first semester for all students across all Fields of Interest - can be in student success course, gateway/program course
Students should have a full, personalized education plan by the end of their first term.	Delivery of an Education Plan/Student Success Plan to all new students by the end of the first term, to include all of the following: academic plan, career inventory, and non-cognitive/basic needs resources and contacts; Design and delivery of a full Educational Plan within a course (CPD/AAA or Gateway Course) in the first term - with instructor and FOI advising contact; Delivery and use of a non-cognitive/basic needs assessment prior to first term or during first term
Students should have an opportunity to build connections/engagement at the college in their first year.	Students should have a personal connection at the start of their first term: (ex) could be in the form of an intro email from advising contact, FOI Canvas Course, an in-person or live-online meeting, a tour with their advising contact; * FOI Welcome / Mid-term events * Canvas engagement around FOI *OPD connection with students *Peer Mentoring
Students should have the opportunity to complete college level English and Math in their first year.	Students should have the opportunity to complete college level English and Math in their first year: This is the focus of the work of the Developmental Education Council under Dr. Rosslyn Knight's leadership. Access the Developmental Educational Placement Data Dashboard in the Developmental Education section of getData.maricopa.edu.

Identification of the Program/Service Review board:

Add names, titles, and purpose for selection of the Program Review Board membership below. A recommendation is to include 4-5 members on the Review Board. The Review Board will be responsible to review the Program Review final report and provide recommendations back to the non-instructional program/service Program Review Lead(s).

Membership **should include**:

- **Subject matter expert**. This individual may be external to SMCC. For example, (in the area of program or service) District Liaisons, MCCCD colleagues from other sister colleges, community members, etc.
- **Internal constituent**. The individual must be internal individual from across the college.
- **One high level leader** from a Division other than the respective Division for this non-instructional program or service.
- **One area leader** from the area under program review. This individual can help add context to the other Review Board members to answer questions related to the non-instructional program or service or provide clarity for the information within the program review report.
- The following individuals are evaluating ALL program reviews for the programs/services in their respective Division- Osaro Ighodaro, Guy Goodman, Janet Ortega, Tim Budworth, Clyne Namuo, Bernice Portervint, Damita Kaloostian, and Steven Puklin as an Executive Team. These individuals are automatically on the Review Board and are not required to be listed. The Executive Team will provide the final recommendation after reviewing the Review Board's recommendations.

Membership **should not include**:

- Institutional Research will provide a support role for all program reviews college-wide, please do not include an institutional researcher on the Review Board.

Note the Review Board should assign a Review Board Lead to provide the written significant findings and/or recommendations for the non-instructional program/service on the next page. Note the Lead.

Individual's Name	*Title*	*Purpose of Selection*
Tawni Rachel	*Student Success Manager, Scottsdale Community College*	*Subject Matter Expert*
Ashley Ahlers	*Student Services Specialist, First Year Experience and New Student Orientation, South Mountain Community College*	*Subject Matter Expert*
Yvette Espinosa	*Biology Faculty, South Mountain Community College*	*Internal Constituent*

Review board Recommendations:

Written and Submitted by: Tawni Rachel, Scottsdale Community College and Yvette Espinosa, South Mountain Community College, Review Board Lead and Member

Date:04/06/2021

Significant Findings and/or other evaluation outcomes:

The Review Board recommends that this program be expanded.

The First Year Experience/New Student Orientation (NSO) at SMCC has experienced an increasing demand over the past few years. Not only does the data referenced in this report (68% of SMCC students reported that they participated in orientation) indicate an increase in student demand, but Districtwide initiatives like Guided Pathways mean that the First Year Experience (FYE) for students will also be expanding in the coming years. Additionally, a districtwide expansion of the FYE means that the department will need to establish and maintain partnerships with more areas and stakeholders groups, both on and off campus. It also means the department will need to begin completing the district wide goals and outcomes, while continuing to serve students and staff at the same level.

Although the pandemic has resulted in a drop in student demand, the team anticipates that this is only temporary. As we return to campus we anticipate that the demand for NSO/FYE will return to pre-pandemic levels. However, because of social distancing requirements we also anticipate that any orientations or in person student experiences will have to be, at least, doubled in number (prior to the pandemic you could serve x number of students in one student event, social distancing requirements will likely reduce the number of students per event but not decrease student demand).

Another reason the team recommends expanding this program is because the culture around orientation and FYE are changing Districtwide. Orientation and the FYE are no longer just one time events rather they are an experience that all of SMCC's "new" students should consider. Additionally, although SMCC's "new"students may have diverse educational backgrounds, they share the need to understand their academic pathway, they should be aware of the resources available to help them academically, personally, and professionally, and should feel a sense of community with the institution. The district wide changes to orientation and the FYE are intended to meet these common needs and as a result the college will need to expand to also meet these needs.

Finally, we recommend expanding this program because our understanding of the student experience is also changing. It is now understood "new to college" represents just one type of "new" student and there different categories of "new" students that should also be taken into consideration when planning long term for this program. The list below has some examples of the different types of "new" students that may need a robust NSO and FYE.

1. **A student who has never enrolled and taken courses at a college of university or may have taken college level coursework while enrolled in high school.**
2. **A student who has enrolled and taken courses at a college or university outside of MCCCD**
3. **A student who has enrolled and taken courses at a sister MCCCD school**

Review Boards Program Review Recommendation:

Upon the Review Board's deliberation and evaluation utilizing the associated non-instructional program review rubric the following recommendation for the above non-instructional program or service is to be considered for:

- ❑ **X Growth**
- ❑ Maintenance
- ❑ Further evaluation.

SMCC Non-Instructional Program Review
Rubric – Spring 2021 Cycle

Institutional Measure	Room for Improvement	Satisfactory	Exemplary
Alignment with College Mission and Program and/or Service Goal	The program is not aligned with the college mission or strategic plan.	The program seems to be aligned with the college mission and strategic plan.	The program is clearly aligned with the college mission and strategic plan.
Program or Service Demand	Internal and External demand are not clearly identified or evidence of demand is not clearly identified.	Internal and External demand are somewhat identified; however, evidence is near adequate to support the program and/or service.	Internal and External demand are clearly identified with strong and clear evidence to support the program and/or service.
Quality Outcomes	Program and service outcomes are not identified or are of poor quality.	Program and service outcomes are identified and of standard quality.	Program and service outcomes are identified and provide evidence of strong quality outcomes.
Goals & Objectives MCCCD outcomes?	Program and service goals are not consistent with strategic priorities of the institution nor clearly identified.	Program and service goals are consistent with strategic priorities of the institution and identified with relationship to quality outcomes to the unit.	Program and service goals are consistent with strategic priorities of the institution, clearly identified with a strong emphasis to the quality outcomes of the unit.
Plans for Growth and Improvement	Action Plans for the program and services does not address opportunities, reducing spending, nor has clear program and service improvements.	Action Plans for the program and services show approaches to address opportunities, reducing spending, and has clear program and service improvements.	Action Plans for the program and services show proactive strategies to maximize opportunities, reducing spending, and has clear program and service improvements.
Resources:	May need fewer resources	Resources are adequate.	May need more resources to meet the need or to expand.
Public Resources	Program review does not demonstrate effective and responsible use of public resources.	Program review demonstrates effective and responsible use of public resources and can sustain without additional resources.	Program review demonstrates effective and responsible use of public resources and may need additional resources to address demand.
FTE Ratio/Staff	Student FTEs are falling while staff FTEs stay the same or increase.	Student FTEs are stable; staff FTEs are keeping pace with student FTEs.	Student FTEs are increasing; staff hires are needed to keep pace with student FTEs.
Facilities and/or Equipment and Supplies, other resources	Enrollment indicates a need to decrease spending in program for equipment, facilities, supplies, or other resources.	Enrollment supports maintaining the program or service with the current levels of equipment, facilities, supplies, or other resources.	Enrollment supports need for additional equipment, facilities, supplies, or other resources for the program or service.

Demand decrease due to the pandemic,however prior to the pandemic demand was at it's highest.

First Year Experience/New Student Orientation

Summary and Critical Analysis – Action Plan

Summary Statement and Critical Analysis:

Districtwide expansion of the FYE means that the department will need to establish and maintain partnerships with more areas and stakeholders groups, both on and off campus. It also means the

department will need to begin completing the district wide goals and outcomes, while continuing to serve students and staff at the same level.

Goals and Planned Improvements for the program or service prior to the next Program Review:

(These are likely related to the information garnered from the process of this program review and may be linked to the SMCC Strategic Plan/Action Plans for the department. Attach the Departmental Action Plan to this document upon submission.)

Action Plan for remainder of AY 2020-21 and AY 2021-22
Describe and List Actionable Goals and Tactical Actions to be completed to address the outcomes of this program review.

Departmental Goals- *What will department want to accomplish?*	***Goal Strategy:*** *How going to accomplish the goal?*	***Timeline and Responsible Person(s):*** *How long will it take and who is the lead?*	***Measure of Success:*** *How will you measure success and what metric will be used?*	***Resources:*** *What resources or support is needed to accomplish the goal?*	***College Strategic Goal or District Strategic Commitment?*** *Identify.*
A. Implement Hybrid NSO by FOI in the mediated classroom	A1. Plan to host NSO events in a hybrid format in the mediated classroom	Callan Orozco	Number of sessions facilitated; number of students served	Facilities, technology, training, content development	Support innovative instructional activities, assessments, and delivery systems to enhance student learning.
	A2.				
B.	B1.				
	B2.				
C.	C1.				