Program Review 2012-2013 Institutional Effectiveness, English, and Learning Resources Division

ENGLISH

INSTITUTIONAL EFFECTIVENESS

LEARNING CENTER (INCLUDING VCSP)

LIBRARY

READING/WRITING CENTER

TESTING CENTER

TUTORING CENTER (INCLUDING VCSP)

SUPPLEMENTAL INSTRUCTION

Program Review Outline

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Status of Initiatives Funded in 2011-2012 (no resources required)

- English – Working with IR on assessment revalidation, persistence data, distance education success rates, identification of possible English majors

- Tutoring Center – Collaborating with Title V Co-op on online tutoring services/products; attempting to build up number of tutors, particularly in Psychology, Biology, Math, and Geography

- Learning Center – Opened up additional areas for drop in during times with fewer classes

- IE – Improved some aspects of program review process (more needed), continued to work with SLO facilitators to improve processes (five year rotational plan)

Status of Initiatives Funded in 2011-2012

- ## General Fund
  - Vacant library assistant filled (also supports SP)
  - OCLC connection purchased for Voyager (new library automation system)

- ## Other Funding
  - English/SI – Funding for SI through new Title V grant
  - RWC – Funding through new Title V grant
  - Tutoring Center – Budget enhanced through BSI
  - Library – Psychology articles – through IELM funds

Process Overview

- On flex day, the division scheduled the meetings that would take place this fall:
- First meeting held on October 3 – facilitated by Susan Bricker
  - Each program presented the status of its prior year initiatives and the initiatives proposed for the coming year
  - Collaboration between English and the support services was discussed and some initiatives combined
- Second meeting held on October 24 – facilitated by Susan Bricker
  - Division members reviewed the initiatives spreadsheet for the division
  - Changes made as appropriate (i.e. funding sources)
  - Decisions were made by consensus, with discussion of the items in terms of greatest impact on students
  - The dean was a minority opinion
  - The meeting was collegial and collaborative
  - Division collaborated on several initiatives
  - Total of 47 initiatives

Initiatives Not Requiring Additional Funding

- Tutoring/RWC/SI
  - Reorganize RWC space and transition RWC for reading/writing across the curriculum
  - Establish faculty who will have SI through new grant
  - Train faculty and new SI tutors
  - Implement SI in high-impact transfer classes
    Tutoring/RWC/SI

- English
  - AA-T
  - Additional sections of lit (taken from composition classes)

Initiatives Not Requiring Additional Funding - Continued

- # Institutional Effectiveness
  - Completion of mapping, completion of rotational plans, per program/dept/service
  - Continued improvement of program review, including consideration of a rotational plan to allow more time for faculty/staff and for deans to assist
  - Continued improvement of SLO processes
  - TracDat implementation for SLOs and program review

Requests for Resources - Classified

- Instructional Lab Tech for Learning Center
  - 40% increased to 100%
  - Findings: Reduction in hours impacted service
  - $47,996

Requests for Resources - Faculty

- ## FT Reading Instructor
  - Finding: Students need more opportunities to be able to improve their reading skills
  - $108,00

Requests for Resources - Technology

- 1) LRC-205 laptops
  - Finding: Current Laptops adversely affect library instruction because they do not connect to the wireless network consistently
  - $54,000

- 2) Replace EAC station in Tutoring Center- Required
  - Finding: Current computer not functioning/ ADA issue
  - $2,000 (approximate)

Requests for Resources - Facilities

- 1) Space for SI sessions
  - Finding: With the increased SI that will result from the new Title V grant, space is needed for outside sessions; Tutoring Center cannot accommodate need
  - We do not believe that resources are required

- 2) HVAC Maintenance and Repair in LRC
  - Finding: The LRC continues to experience numerous problems, which continue to impact the entire building, including classes in the beach and meetings held in LRC-114.
  - Resources to fix the problem: Unknown

Requests for Resources - Equipment

- ## 1) Wooden library chairs - Required
  - Finding: The current wooden chairs (around study tables) are breaking on a consistent basis, which is a safety issue; they cannot handle the heavy backpacks that are put on them
  - $34,000 (approximately $500 ea) – a different type of chair is needed

- ## 2) Mobile whiteboards – for Beach and Tutoring Center
  - Finding: Needed for instructional purposes
  - $4,200

Requests for Resources – General Fund

- 1) Sustainable program review data
  - Finding: Program review data is currently not sustainable nor is it easily accessible to faculty
  - $10,000 (to populate forms over the summer unless another solution can be found

- 2) Part-time library funding
  - Finding: Evening hours may need to be cut if some of the funding is not restored (part-time hours cut by 50%)
  - $50,000

- 3) Additional Reading sections
  - Finding: We are not meeting demand for reading classes. Students need to be improve their reading in order to be more successful in other classes.
  - $12,000

Requests for Resources – Other Funding

- 1) FAX/Scanner/Copier – Testing Center
  - Finding: Basic office equipment needed
  - $500
  - Testing Center Revenue

- 2) Reading Plus Software
  - Finding: This reading program has shown substantial effectiveness in improving student reading skills
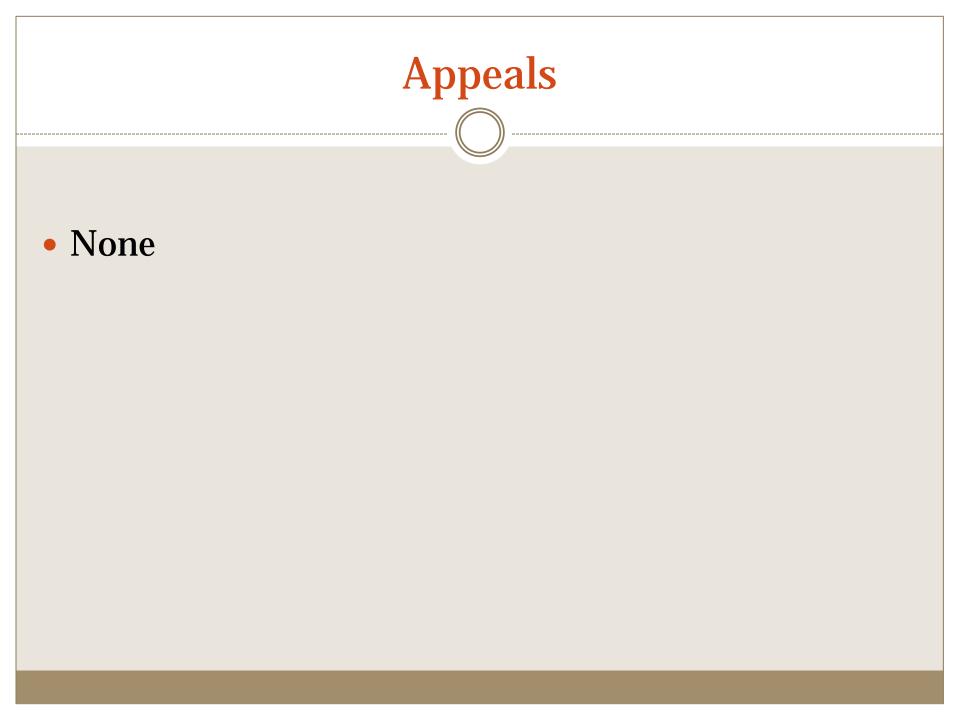 - $15,000
  - Basic Skills Initiative

Requests for Resources – Other Funding

- 3)   Tutoring AID (40%, 10 months)- RWC
  - Finding: We need an organized center with tutor oversight once the new Title V grant is fully underway
  - $11,391
  - Title V, Transfer Grant, BSI, and existing funds

- 4)   Basic Skills Budget Enhancement- Tutoring   Center and SI (Basic Skills only)
  - Finding: Without additional funds, we cannot meet student need for academic support
  - $53,000
  - Basic Skills Initiative

Minority Opinion

- Dean supports a ranking of High for the English AA-T <u>if</u> the units in ENGL V01A are lowered to 4 and the units in ENGL V01B are raised to 4. There are fewer ENGL 1Bs than 1As, which would free up resources to offer approximately five literature courses per semester.

- An ENGL AA-T would provide a pathway for students wanting to major in English.

- Changing ENGL V01A to 4 units would also have positive implications for the 11 current VC transfer degrees.

Program Discontinuance

- None

Appeals

- None

Additional Information

- The division benefited enormously from the use of a facilitator. The dean could become a participant rather than the person trying to lead the meeting.

- The division benefitted from having two meetings. It gave the division another opportunity to collaborate and to work together for the benefit of the division and the college.

Program Review Presentation Template
Fall 2012-2013

Division: Institutional Effectiveness, English, and Learning Resources

Program Reviews Completed:

1. Tutoring Center (includes Reading/Writing Center, Supplemental Instruction, and Santa Paula tutoring)

2. Library

3. Testing Center

4. Learning Center (includes Santa Paula Learning Center)

5. English

6. Institutional Effectiveness

7.

8.

9.

10.

11.

12.

13.

14.

15.

Program Reviews Incomplete:

1.

2.

3.

Program Reviews Not Submitted:

1.

2.

3.

<u>**INITIATIVES NOT REQUIRING RESOURCES - High**</u>

English – 1) Working with institutional researcher to revalidate assessment instrument, also acquired research on distance education success rates in English, persistence rates, and identification of possible majors.

Institutional Effectiveness (IE) – 1) Improved some aspects of the program review process (other improvements still needed); 2) Continued to work, with SLO facilitators, to improve SLO processes, including the development of a five-year rotational plan.

Tutoring Center – 1) In collaboration with Title V Co-Op Grant, reviewing online tutoring products/services. We have had a turnover in staff, which has affected our ability to do all initiatives. However, we are making attempts to get additional tutors in areas particularly in need: psychology, biology, math (higher level particularly), and geography.

Learning Center – 1) Opened up additional areas for drop-in during the afternoon when fewer classes are being held.

<u>**INITIATIVES REQUIRING RESOURCES – High**</u>

<u>**Equipment**</u> - 1) Reading/Writing Center – Tables and chairs acquired, which have made a difference in the environment and provided standardization with Tutoring Center.
2) LRC – SP – Furniture required was acquired from another source (no funding required). Now complete.

<u>**Technology**</u> – 1) English Department's office computers were replaced allowing faculty to be able to work in their offices. 2) IE acquired TracDat for SLOs and (next year) program review. SLO data will be entered this method versus the forms, which should make it easier (after faculty and staff become more familiar with it). 3) SI/RWC – computers were refreshed allowing students and tutors to be able to work more effectively 4) Library – instructor workstation was refreshed, making this part of instruction easier (student computers are still a major problem).

<u>**General Fund**</u> –1) Vacant library assistant position was filled recently (partially supports SP). 2) Library – OCLC Connection that is needed to enable Voyager (our new library automation system) to function was purchased.

<u>**Other Funding**</u> - 1) English/SI requested financial support for SI. It was acquired through the new Title V transfer grant and will commence again in the spring. 2) The Reading/Writing Center will be funded through the new Title V transfer grant (with an emphasis on writing across the curriculum) 2) Tutoring Center Budget Enhancement – paid by Basic Skills Initiative - allows us to provide some individual tutoring to students truly struggling – their exams show that it is effective. 3) Psych articles to support Psychology research were purchased though IELM,

allowing more extensive research to be conducted in the library (and we can help more Psychology students). 4) Textbooks for the RWC were purchased with Title V basic skills funds.

Process Overview for 2012-2013 Program Review: Provide a short narrative of the process by which programs completed program reviews and the division prioritized initiatives.

The division held two program review meetings. Both were facilitated by Susan Bricker.

At the first meeting, held on October 3, each program discussed the status of its prior year's initiatives (closing the loop) and each presented what it believed would be initiatives for this year. Some of the initiatives were new; some were held over from the prior year. Discussion took place regarding initiatives that could be combined (i.e. SI, RWC, Tutor Aid, etc.). Faculty and staff discussed their initiatives in terms of how they affected student learning and/or student services since this division has both.

At the second meeting, held on October 24, division members reviewed the initiatives, per category, prior to voting. In some cases, changes were made to the wording or the funding source (i.e. if it was determined that grant or other funding could pay). The division collaborated on combining several initiatives. The voting occurred by consensus. The dean was a dissenting opinion on some items, two of which will be minority opinions (but no appeal). The discussion and meeting were collaborative and collegial with give and take for the benefit of students and the college.

2012-2013 Initiatives Not Requiring Additional Resources: Briefly explain major division highest initiatives NOT requiring resources.

Tutoring/RWC/SI – 1) Reorganize space and transition RWC to work with disciplines across the campus on ISLO #1 (Communication) and ISLO #2 (Critical Thinking). 2) Select faculty who will be assigned new SIs next semester and hire tutors ; 3) Implement SI into transfer-level classes (per new Title V transfer grant); 4) Transition RWC into a center to address reading and writing across the curriculum (per new Title V transfer grant)

English – 1) AA-T; 2) Reallocate resources from composition to provide additional sections of literature courses

IE – 1) Completion of mapping (aligning/embedding of SLOs and SUOs) and completion of the five year rotational plan, per program/department/service; 2) Continued improvement of program review processes to ensure that we are meeting accreditation standards; 3)

Consideration of a rotational plan for program review to allow for more involvement by the deans and a more meaningful process; 4) Continued improvement of SLO processes to ensure improvement in student learning 5) TracDat implementation for SLOs and program review

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2012-2013 Findings, Initiatives, and Requests for Resources: Using the Initiatives Priority Spreadsheet, briefly explain the division's <u>greatest</u> needs as they relate to program SLOs, student success outcomes, and program operating outcomes. For each of these needs, provide the corresponding finding and initiative.

Classified

ILT – 40% to 100% (reinstatement)
Finding: The reduction of the ILT in the beach has impacted service to faculty and students and resulted in a reduction in evening hours.
Initiative: LRC1303
Resources Requested: $47,966

Faculty

FT Reading Instructor

Finding: Students need more opportunities to be able to improve their reading skills.
Initiative: ENGL1208
Resources Requested: $108,000

Technology

LRC-205 laptops (library instruction room)
Finding: The current laptops adversely affect library instruction and student learning because they do not connect to the wireless network consistently and don't function properly much of the time.
Initiative: LIB1201
Resources requested: $54,000

Update EAC station in Tutoring Center (R)
Finding: The current computer is not functioning, which is an ADA issue
Initiative: TSC1304
Resources Requested: $2,000 (approximate)

Facilities

a)   Space for SI sessions (no cost)

Finding: With the increased SI that will result from the new Title V transfer grant, more disciplines will be utilizing SI. The Tutoring Center cannot accommodate the need for all the outside SI sessions.
Initiative: TSC1303
Resources Requested: None

b) HVAC Maintenance and Repair in LRC
Finding: The air conditioning system in the LRC continues to be problematic and impacts the entire building, the classes scheduled in the beach, and the meetings held in LRC114.
Initiative: LRC1305
Resources Requested: Unknown

Equipment

Wooden library chairs – around study tables in library(R)
Finding: The current chairs are breaking on a regular basis and are unsafe. A different type of chair is needed; the current chairs are unable to handle heavy backpacks, etc.
Initiative: LIB1304
$34,000 (approximately $500 ea)

Mobile whiteboards – Tutoring center and beach
Finding: Faculty need boards for instructional areas of beach; tutoring center needs boards to more effectively tutor students during group sessions
Initiative: TRC1302, TSC1305
$4,200

General Fund

Sustainable program review data in an easily accessible format
Finding: Program review data is currently not in a format that is sustainable. It is also not easily accessible causing faculty to spend more time than necessary trying to find data; this time would be better spent analyzing the data and creating initiatives for improving student learning and success.
Initiative: IE1302
$10,000 (unsure of exact amount – dependent upon other factors such as new sources of data); this amount is being used in the event we need to have program review forms populated over the summer.

Part-time library funding
Finding: Part-time library hours have been cut 50%; evening library hours may need to be cut 50% if the money is not restored
Initiative: LIB1301

$50,000

Additional reading sections
Finding: We are not meeting student demand for reading classes. Students need to improve their reading skills in order to be more success in other classes.
Initiative: ENG1206
$12,000

Other Funding

FAX/Scanner/Copier – Testing Center
Finding: In order to assist students properly, basic office equipment is needed
Initiative: TC1301
Amount: $500
Funding source: Testing center revenue

Reading Plus (software) – Reading
Finding: This reading program has shown effectiveness in improving reading skills
Initiative: ENGL1306
Amount: $15,000
Funding source: BSI

Tutor Aid (40%, 10 months) – RWC
Finding: We will need an organized tutoring center once the new Title V transfer grant is fully underway
Initiative: ENGL 1304, TSC1301
Amount: $11,391
Funding source: Title V, BSI, and existing tutoring funds

Basic Skills Budget Enhancement – Tutoring Center and SI (basic skills)
Finding: Without additional funds, we cannot meet student need for academic support services
Initiative: ENGL1305, TSC1302
Amount: $53,000
Funding source: BSI

Program Discontinuance: If you had a program or programs on the discontinuance list (part of the planning parameters), explain your division's position and rationale for each.

This division did not have any programs on the proposed discontinuance list.

Note: Any presentations being made by programs on the list for possible discontinuance will be given at the conclusion of the division summary.

Minority opinions on other resource requests:
If applicable, explain areas of disagreement pertaining to the division priorities in the categories of faculty, other personnel, equipment/computer, facilities, operating budget, and other.

Minority opinion from dean on English initiatives (AA-T and resource allocation away from composition into lit classes) if no lowering of units in ENGL V01A from 5 to 4, which is the number of units on the SB1440 transfer degree model.

Appeals: If any of the minority opinions will be appealed to the College Planning Council, please list and explain below. Appeal presentations are scheduled for November 7.

There were no appeals.

Additional Information: Is there any additional information you would like to provide to the College Planning Council about your division's process?

This division appreciated Susan Bricker's willingness to serve as facilitator, which she did very effectively. Having a facilitator allowed the dean to be more of a participant.

This division benefitted from having an additional program review meeting. It allowed for additional discussion about the ways in which the program could collaborate on issues involving student success.

Note: In order for us to gather input on our revised program review process, discussions about the changes made to this program review cycle will be discussed at the end of all presentations. Input provided by the CPC will be reviewed by the Program Review Process

Subcommittee which will also gather survey data and input from the Department Chair/Coordinators' Meetings in order to make recommendations to CPC for the 2013-2014 program review process.