

## Program Review Presentation Template Fall 2011

**Division: Institutional Effectiveness, English, and Learning Resources**

**Program Reviews Completed:**

1. Institutional Effectiveness
2. English (includes Reading, Study Skills)
3. Library
4. Supplemental Instruction (includes Reading/Writing Center)
5. Tutoring
6. Learning Resources
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.

**Program Reviews Incomplete:**

1. None
- 2.
- 3.

**Program Reviews Not Submitted:**

1. Journalism
- 2.
- 3.

**I. Process Overview:**

Faculty and/or staff from each of the programs listed above met to begin work on their respective program reviews. Some met more than once. Some continued to “meet” via email over a period of two weeks. The process within each program worked well, with faculty and/or staff collaborating in the following areas: looking at data, reviewing/revising/refining program level SLOs, creating program operating outcomes, determining performance indicators, determining findings, creating initiatives, and requesting resources associated with findings and initiatives. Each program prioritized its initiatives, except for those that needed no resources. All program reviews were submitted by the deadline.

On Tuesday, October 11, division representatives from each area met to prioritize initiatives for the division. Copies of each program’s initiatives spreadsheets were distributed to the group. There was some confusion in this process because the programs rated their initiatives 1, 2, 3,

etc. without regard for categories and the final division document needed to be categorized H, M, L within categories. Once the task was clear, the process was smooth.

We are a relatively small division, and we know about each other's programs well because we interact frequently. In this process, we worked well together. In creating the list of priorities, there was some "give and take" as programs saw their initiatives in relation to others in the division. There were no disagreements because the priorities (those ranked high) seemed obvious to the attendees. The division ranked its priorities according to category: faculty, personnel – other, equipment-computer (which includes software), facilities, and operating budget.

## **II. Initiatives Not Requiring Additional Resources:**

Briefly explain major division initiatives NOT requiring resources.

a) Library -- From our annual library survey and anecdotal evidence, students are frustrated at the noise levels in the library. However, our open floor space plan does not lend itself easily to segregated areas. We will conduct quiet space focus groups to determine how to improve/lessen noise in the library for our students.

b) English – Streamline the assessment challenge process to better identify and inform students who may be misplaced; start an English club; identify specific areas needing more research (they would have liked additional information pertaining to their program for the program review process)

c) Tutoring – Review the services, types of tutoring, number and types of tutors, subjects offered with faculty across the disciplines, and create a strategic plan. This kind of plan has not been done previously, and the current budget situation requires us to use our money as effectively as possible.

d) Learning Resources – There is increasing demand for LRC space by DE and others who use the lab for testing, etc. We need to study our space so that we continue to provide sufficient drop-in areas for students to use computers. Evidence shows that this need is currently not being met.

e) Institutional Effectiveness – Through the SLO Committee, recommend that the Senate review institutional SLOs and assist faculty in efforts to aligned institutional, program, and course-level SLOs; improve program review process for next year based on input from CPC, faculty, and staff; support faculty and staff in their efforts to improve student learning and services through the SLO/SUO process; provide accessible institutional data for the campus community.

## **III. Findings, Initiatives, and Requests for Resources:**

Using the Initiatives Priority Spreadsheet, briefly explain the division's **greatest** 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.

- a) Finding: More and more students are utilizing the library and relying on the lending library and reserve books at a time when we are down one Library Assistant due to a resignation last month.  
Initiative: Replace Library Assistant  
Resources Requested: Continued use of current funds
- b) Finding: The Basic Skills Initiative is supporting the tutoring budget by approximately \$50K per year. The tutoring center is underfunded and unstable at both the main campus and VCSP. BSI money in the long term is uncertain.  
Initiative: Tutor budget enhancement  
Resources Requested: \$50,000 main campus; \$3,000 per year VCSP
- c) Finding: The district is replacing the library system districtwide, but they did not provide the OCLC Connexion software to support it. Without it we cannot catalog.  
Initiative: OCLC Connexion software  
Resources Requested: \$6,713 and an annual subscription of \$844
- d) Finding: SI and the Reading/Writing Center facilitate student success in basic skills courses. They are both grant funded with financial support ending in October 2012. Research on SI has shown increased student success in basic skills courses.  
Initiative: Continued financial support for RWC and SI – SI/RWC Tutorial Specialist – increase from 50% general fund to 100% -- and tutors. This was the #1 request for both English and SI.  
Resources Requested: \$51,915 for Tutorial Specialist; \$15,000 for RWC tutors; \$18,000 for SI leaders.
- e) Finding: The office computers for FT English faculty have not been refreshed or replaced, in some cases for the past six years. Faculty has to find other computers to use to prepare for class and take care of other business. Many spend the minimum amount of time in their offices due to having a malfunctioning computer.  
Initiative: Replace office computers.  
Resources Requested: Refresh or new (cost unknown)
- f) Finding: Additional furniture is needed to complete the LRC at VCSP and to provide sufficient study space for students.  
Initiative: VCSP LRC Furniture  
Resources Requested: \$8,740.

**IV. 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.

1. Journalism classes have not been offered for many years. Most of the classes were cut in a previous difficult budget time. For the past year, we have had only one PT instructor (online and in another state) teaching one course: Mass Comm (GE). The Language Arts Department understands that the program was expensive and enrollment data did not support its continuation at a time of financial scarcity (then or now). The department is not opposing the official discontinuance. We support the moving of the one remaining course – Mass Comm – to the Communication Studies Department.

**V. 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.

None.

**VI. 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 9.

None.

**VII. Additional Information:**

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