Program Review Presentation Template
Fall 2013-2014

Division: Institutional Effectiveness, English, Learning Resources

Program Reviews Completed:

1. English

2. Library

2. Tutoring (includes Tutoring Center, Reading/Writing Center, Math Center, and Supplemental Instruction)

3. Testing Center

4. Learning Center

5. Institutional Effectiveness (includes Institutional Research, SLOs, Planning, Program Review) and Accreditation

Program Reviews Incomplete:

None.

Program Reviews Not Submitted:

None.

I. **Status of Program Review Initiatives (highest) from 2012-2013 (those requiring resources and those not requiring resources):**

   a. **English**

   Awarded/Completed: ADT completed and submitted to Curriculum Committee, Reading Plus software license extended for three years with BSI funds, increase in percentage of ENGL V02 students enrolling in ENGL V01A

   Not Awarded/Not Completed: FT Reading Instructor, 40% Tutor Aide for Reading/Writing Center (joint initiative with Tutoring), Tutoring budget enhancement (joint initiative with Tutoring)

   b. **Library**

   Awarded/Completed: Laptops for library instruction, new chairs, part-time Librarian funding, reinstatement of book budget, implementation of Voyager integrated library system

   c. **Tutoring Center**

   Awarded/Completed: SI Implementation (with BSI and Title V Velocidad funds), Reading/Writing Center Implementation (with Title V Velocidad funds), EAC computer workstation, additional LRC space for SI sessions

   Not Awarded/Not Completed: 40% Tutor Aide for RWC and budget enhancement

   d. **Make-up Testing Center**

   Awarded/Completed: Space renovation with testing/proctor funds (for RWC and Testing Center), FAX/Scanner/Copier

   e. **Learning Center**

   Awarded/Completed: Whiteboards for faculty teaching in Beach, expansion of drop-in space (with existing resources/equipment)

   f. **Institutional Effectiveness**

   Awarded/Completed: Institution fully accredited, Mid-Term Report written and submitted on time; SLOs at the course, program, and institutional level have been aligned; disaggregated data by ethnicity now being used by instructional programs; program review process revised with input from faculty and staff; TracDat implemented

   Not Awarded/Completed: Alignment of planning processes with district still in process, additional clerical support needed for entire division

   Include some narrative about whether or not the initiatives (those requiring resources and those not requiring funds) made a difference.

   1) A significant effort by English faculty to explain to students the need to stay in the English sequence has made a major impact (11% and 16% increases into ENGL V01A from two cohort groups).

   2) The library laptops have completely changed library instruction because they work. Library faculty can now teach hands-on library sessions to support instruction across the disciplines. We are extremely grateful and pleased with the product and the IT assistance in this regard.

3) New and sturdier library chairs were purchased for half the library (only half due to cost), and so the number of breaking chairs (which is a safety issue) has greatly decreased.

4) An increase in library hourly has allowed the library to stay open until 9:00 at night, which supports our evening students and those needing a place to study/conduct research.

5) The Voyager system has streamlined our library databases, allowing students much greater and easier access to information.

6) The return/expansion of both SI and the Reading/Writing Center have had positive aspects on student success across the curriculum.

7) The space renovation for the Reading/Writing and Testing Centers has created a much more inviting and welcoming space for our students.

8) The increased focus on various aspects of institutional effectiveness – SLOs, integrated planning, program review, and accreditation – is changing the culture to one that is more focused on regularly evaluating our instruction and services, setting goals for our programs, and making changes to improve. Processes and participation are now fairly well established thanks to the contributions of faculty, staff, and administrators throughout the college. As a result, we will be in a much stronger position for our 2016 accreditation site visit.

II. **Process Overview for 2013-2014 Program Review:**
Provide a short narrative of the process by which programs completed program reviews and the division prioritized initiatives.

The division held two facilitated meetings for program review. In the first, the various programs presented their program reviews and their initiatives to other division programs/members. Where possible, initiatives were combined (e.g., clerical for the division/English). In the second meeting, the focus was on initiatives and their rankings. All decisions were made by consensus after sufficient discussion and analysis of division needs. Division members worked together well and were respectful of the needs of other areas. Our facilitator, Susan Bricker, did a very good job facilitating for us again this year, and we appreciated her assistance.

III. **Significant Findings after Review of Division Data**
a) English faculty members have increased the percentages of students continuing on into ENGL V01A from basic skills classes, but we need to do more; we are still losing significant numbers in the sequence.

b) We do not have an entry-level English course, which is a gap.

c) Accelerated courses in English (as well as in Math) have generally shown higher success, retention, and continuation rates than traditional basic skills Math and English courses.

d) In English, the retention rate is higher than the college average for students in all ethnic groups (except "other"). Success rates, overall, are higher than the college average, with Hispanic students two percentage points lower than the average overall.

e) The success rate for African American students in English is significantly lower than the program's average, and the division forwarded this issue to the EVP for inclusion in the college-wide initiatives as it is a major concern and not one that is unique to English.

f) Approximately 15 students per year transfer to CSU and UC as English majors even though we have no degree. At admission in 2011, 186 students declared themselves English majors (ranked in the top 20 of 50 majors)

g) In the library, there was a substantial increase in the number of database searches (from 166,000 in 2011/2012 to over 1,200,000 in 2012/2013, which indicates that our students are becoming more familiar/comfortable with library databases, perhaps due , in part, to the implementation of Voyager.

h) Overall, students who attend SI sessions or receive SI services in class have a higher success rate than those who do not.

i) Overall, students who receive tutoring services have a higher success rate than non-tutored students.

j) Approximately 59% of the students who receive tutoring services are Hispanic.

k) The disciplines that most utilize the Tutoring Center are Math, English, Business, and Chemistry.

l) The testing center, which operates on a part-time basis, proctored 890 exams, the majority from the Math/Science division.

m) The Beach's IDS program collected 235 FTES in 2012/2013, which has substantially helped the college.

n) Eighty-seven classes spend time in the Beach on a weekly basis.

IV. **2013-2014 Initiatives Not Requiring Additional Resources:**
Briefly explain major division **highest** initiatives NOT requiring resources.

a) Increase percentage of Basic Skills students who enroll in and pass ENGL V01A
b) Establish a portfolio-based evaluation for ENGL V02
c) Increase library instruction across the disciplines by offering mobile library orientations (bringing library instruction to classrooms)
d) Expand testing services to incorporate more department/programs' needs
e) Continued improvement/quality of SLO/SUO processes to increase student learning and

improve services

f) Continued improvement of program review template and processes (including the implementation of a three-year rotational plan and researcher assistance with the analysis of program review instructional data

f) Create VC Strategic Plan that aligns with the new VCCCD Educational Master Plan

g) Centralize and calendar research activities

h) Move program review data to the Institutional Researcher

i) Continue progress toward standardizing and posting all agendas/minutes/documentation

j) In accreditation standards subcommittees, begin process of pre-assessing our performance to accreditation standards so that we are prepared for the 2016 self study and site visit

V. **2013-2014 Findings, Initiatives, and Requests for Resources:**
Using the Initiatives Priority Spreadsheet, briefly explain the division's **greatest** needs as they relate to data (i.e. SLO, SUO, student success/retention, budget, productivity, surveys, etc.). For each of these needs, provide the corresponding finding and initiative.

FT Faculty:

1) Finding: With a 19.0 PT FTEF, the English department is behind the FT/PT ratio for the college and it is unable to meet the needs of many students (e.g. lack of faculty collaboration on initiatives, lack of office hours, etc.)
   Initiative: FT English Instructor
   Resources Requested: $120,000

Classified Staff:

1) Finding: The Beach computer lab cannot function properly from 7:30 a.m. to 9:00 p.m. within the current staff (one FT and one PT position)
   Initiative: Increase the 40% Instructional Lab Technician to 100%.
   Resources Requested: $40,000

2) Finding: The LRC cannot keep its computers functional without an IT Lab Technician. We currently have a 40% provisional employee doing this work.
   Initiative: IT Technician stationed in the Beach
   Resources Requested: $65,000

3) Finding: The Tutorial Specialist II position, which supports SI, is **required** to be institutionalized, per the Title V Velocidad grant proposal to the Department of Ed.
   Initiative: 25% institutionalization of Tutorial Specialist II position
   Resources Requested: Approximately $15,000

4) Finding: The Research Analyst position, which provides qualitative and some quantitative services, is **required** to be institutionalized, per the Title V Velocidad grant proposal to the Department of Ed.
   Initiative: 25% institutionalization of Research Analyst position
   Resources Requested: Approximately $15,000

Computer:

1) Finding: The Beach computers are six years old and out of warranty; we are unable to fix them when they go down.
   Initiative: Update technology in the LRC/Beach/Tutoring/ATTC
   Resources Requested: $585,000

2) Finding: Neither the "thin clients" nor the "fat clients" are working adequately in the library, causing a great deal of frustration for students (e.g., lost work, inability to do work).
   Initiative: Personal Computers – Library
   Resources Requested: $62,400

Facilities:

1) Finding: Due to recent incidents in the library, it has become clear that we need a security gate in the Circulation Desk area. It is a security issue.
   Initiative: Security gate for Circulation area
   Resources Requested: Unknown

2) Finding: The lighting outside the LRC needs to be increased for safety reasons
   Initiative: Increase LRC outdoor lighting
   Resources Requested: Unknown

Other Equipment:

1) Finding: Library chairs are breaking, causing a safety problem
   Initiative: Replace the remainder of the library chairs (50% were replaced last year through Program Review)
   Resources Requested: $30,000

2) Finding: The laminate on the pod tables in the Beach is peeling off, and students could cut themselves. We have been taping it down as best we can for the past year, but this is not a solution.
   Initiative: Repair laminate on pod tables
   Resources Requested: $15,000

3) Finding: LCD projects and computers in study rooms within the Tutoring Center are housed on tables, with cords running across the floor. This arrangement is causing a space problem,

which affects learning and could pose a safety problem. The LCD needs to be ceiling mounted and the computer put into a cabinet.
<u>Initiative:</u> AV Equipment in Tutor Group Study Rooms
<u>Resources Requested:</u> $3,000

4) <u>Finding:</u> An additional space within the LRC has been approved for SI study sessions, but it is not furnished with tables, chairs, or a whiteboard.
<u>Initiative:</u> Furniture for SI
<u>Resources Requested:</u> $5,500

<u>General Fund:</u>

1) <u>Finding:</u> Standardization in grading in English is very difficult to achieve without norming sessions held with full and part-time faculty participation. This standardization is also crucial in helping to determine which students are ready for higher-level courses and which are not.
<u>Initiative:</u> Essay norming sessions (payment for part-time faculty)
<u>Resources Requested:</u> $3,000 per year

2) <u>Finding:</u> Portions of program review (e.g., initiatives) need to be moved to TracDat if we are to make program review a sustainable and tracked process.
<u>Initiative:</u> One time temporary clerical summer hire to enter program review data into TracDat
<u>Resources Requested:</u> $5,000 (one time expense)

3) <u>Finding:</u> We are not meeting the make-up testing needs of the campus. The Math/Science Division included this item as a high priority; it was a medium priority for this division due to the extensive IT needs we have.
<u>Initiative:</u> Increase 40% proctor position to 100%
<u>Resources Requested:</u>   Unknown. Part of the cost will be offset by testing center revenue.

VI. **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.

None.

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

VII.   **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.

VIII.   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 14.

None.

IX.   **Additional Information:**

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

No.

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 2014-2015 program review process.