2014-15 Service Area Program Review



|  |  |
| --- | --- |
| **DEPARTMENT/PROGRAM** | Basic Skills |
| **DESCRIPTION/PURPOSE** | Serve students taking Basic Skills courses in ESL, English and Math |
| **SUBMITTED BY:** | Jill Nelipovich |
| **AREA DEAN/DIRECTOR** |  |
| **AREA VICE PRESIDENT** | Dr. Nicholas Akinkuoye |

|  |  |  |  |
| --- | --- | --- | --- |
| **INSTITUTIONAL GOAL 1** | **INSTITUTIONAL GOAL 2** | **INSTITUTIONAL GOAL 3** | **INSTITUTIONAL GOAL 4** |
| **INSTITUTIONAL MISSION AND EFFECTIVENESS** – The College will maintain programs and services that focus on the mission of the College supported by data-driven assessments to measure student learning and student success.  **1.1** Develop systems and procedures that establish the mission of the college as the central mechanism for planning and decision making.  **1.2** Develop an institutional score card to assess student learning that drives integrated planning and resource allocation.  **1.3** Develop systems and procedures to ensure that the college maintains a collegial and self-reflective dialogue that improves effectiveness.  **1.4** Develop systems that are inclusive, cyclical, and understood by all stakeholders. | **STUDENT LEARNING PROGRAMS AND SERVICES** – The College will maintain instructional programs and services which support student success and the attainment of student educational goals.  **2.1** Ensure that all instructional programs, regardless of location or means of delivery, address and meet the current and future needs of students.  **2.2** Review program learning outcomes annually (or biennially) to assure currency, improve teaching and learning strategies, and raise student success rates.  **2.3** Ensure that all Student Services programs, regardless of location or means of delivery, address and meet the current and future needs of students.  **2.4** Ensure that all Student Services programs engage in a process of sustainable continuous quality improvement by annual review of Service Area Outcomes, and annual Program Review.  **2.5** Ensure that the Library meets as closely as possible that “Standards of Practice for California Community College Library Faculty and Programs” of the Academic Senate for California Community Colleges.  **2.6** Ensure that instructional labs continue to collaborate in sharing financial and human resources, thus maintaining continuous quality improvement. | **RESOURCES** – The College will develop and manage human, technological, physical, and financial resources to effectively support the College mission and the campus learning environment.  **3.1** Develop and implement a resource allocation plan that leads to fiscal stability.  **3.2** Implement a robust technological infrastructure and the enterprise software to support the college process.  **3.3** Build new facilities and modernize existing ones as prioritized in the facility master plan.  **3.4** Design and commit to a long-term professional development plan.  3.5 Raise the health awareness of faculty, staff, and students. | **LEADERSHIP AND GOVERNANCE** – The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution.  **4.1** Review all Board policies annually to ensure that they are consistent with the College mission statement, that they address the quality, integrity, and effectiveness of student learning programs and services, and that they guard the financial stability of the institution.  **4.2** Maintain a clearly defined Code of Ethics that includes appropriate responses to unprofessional behavior.  **4.3** Ensure that the Board of Trustees is informed and involved in the accreditation process.  **4.4** Ensure that processes for the evaluation of the Board of Trustees and the Superintendent/President are clearly defined, implemented, and publicized.  **4.5** Establish a governance structure, processes, and practices that guarantee that the governing board, administration, faculty, staff, and students will be involved in the decision making process. |

**I. INSTITUTIONAL GOALS**

**II. PROGRAM GOALS**

1. **PAST – EVALUATION OF PREVIOUS CYCLE OBJECTIVES/PROGRAM GOALS (SET IN PREVIOUS YEAR)**

List your previous objectives/goals and associated Institutional Goals. All program goals must address at least one of the institutional goals.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** | **PAST PROGRAM GOAL #1** | | | **INSTITUTIONAL GOAL(S)**  (Select one primary goal.) |
| **Identify Program Goal and Budget request, if any, from the Program Review completed in 2013-2014 (Section II C):**  **Assess student success, completion and persistence taking accelerated English and short-term mathematics courses** | | | | x **1 Mission & Effectiveness**  1.1 x 1.3  x 1.2  1.4  x **2 Student Learning Outcomes**  x 2.1  2.4  x 2.2  2.5  2.3  2.6  **3 Resources**  3.1  3.4  3.2  3.5  3.3  **4 Leadership & Governance**  4.1  4.4  4.2  4.5  4.3 |
| Met | | X Partially Met | Not Met |
| **Describe how this program goal increased student achievement and/or program effectiveness in 2014-2015:**  Ideally, students taking accelerated English and/or mathematics courses will reduce the number of exit points in Basic Skills courses. In mathematics, a benefit to students is that fewer semesters are required to complete the Basic Skills sequence of mathematics courses. In English, a benefit to students is that it reduces the exit points on the pathway to degree applicable English courses. | | | |
| **2** | **PAST PROGRAM GOAL #2** | | | **INSTITUTIONAL GOAL(S)**  (Select one primary goal.) |
| **Identify Program Goal and Budget request, if any, from the Program Review completed in 2013-2014 (Section II C):**  **Incorporate an Embedded Tutor Program in Math and English** | | | | X **1 Mission & Effectiveness**  1.1 x 1.3  X 1.2 x 1.4  **2 Student Learning Outcomes**  X 2.1  2.4  X 2.2  2.5  2.3  2.6  **3 Resources**  3.1  3.4  3.2  3.5  3.3  **4 Leadership & Governance**  4.1  4.4  4.2  4.5  4.3 |
| X Met | | Partially Met | Not Met |
| **Describe how this program goal increased student achievement and/or program effectiveness in 2014-2015:**  There are mixed results of success rates of students taking courses with embedded tutors. Overall, the completion rate was higher is all classes that have embedded tutors.  In mathematics, there were two Math 71 courses with embedded tutors, one of which was a short-term course. The success rates were 80% and 60%. All Math 71 courses had a success rate of 73.21%. In Math 81, the success rate of the courses with embedded tutors was roughly 58%, while the overall success rate was 49%. In math 61 (short-term course), the success rate was 45% with an overall success rate of 52%. This may be attributable to a short-term course.  In English 009, students taking a course with an embedded tutor had a 53% success rate, whereas students taking non-embedded tutoring courses had a success rate of 44%. In English 10, the success rate was identical, at 49%. | | | |

1. **PRESENT – DATA ANALYSIS AND PROGRAM HEALTH – ACCREDITATION**
2. Use data pertinent to your program/department. Include qualitative and quantitative data. Use survey-evaluation results and other relevant data to assess program/department effectiveness. Evaluate the strengths, weaknesses, challenges and opportunities, providing thorough interpretation of data. Narrative only. ***Attach electronic excel file with graphs or trend data, do not include them in the narrative below***.
3. **Strengths**

Some of the strengths of the Basic Skills Committee are that we are addressing needs of students and spending money that directly impacts students. There is beginning to be engagement campus wide regarding our Basic Skills students. Faculty seems interested in incorporating new ideas in their teaching, whether it is to learn about Reading Apprenticeship or incorporate embedded tutors in their program.

1. **Weaknesses**

We need more dialogue about how to improve student persistence and success in the Basic Skills courses. The embedded tutoring data showed some good results, although some are concerned that the results were not good enough to warrant spending the money on the program. However, statewide, programs with supplemental instruction that are transfer level are successful. I have not discovered evidence of success in pre-transfer embedded tutoring programs. Also, we have some faculty that are interested and understand that our Basic Skills students are in classes more than just English, ESL or Math – they are in courses across disciplines.

1. **Opportunities**

Piloting programs brings light to both success and ways to improve programs. The embedded tutoring program can be effective, but it requires student motivation outside of class. The completion rate was higher in the program, now let’s find out why students stayed in the class. In some courses, success rate was higher as well. What went well in those courses that enabled those students to succeed. The Reading Apprenticeship program may offer instructors other opportunities to work with students and help them so they do not fall so far behind.

1. **Challenges**

Every class is different, every term is different, and every instructor is different. Challenges include how to motivate students beyond the classroom. The challenge for instructors is how to make the most effective use of their tutoring. As part of the Learning Services Embedded Tutoring program, tutors offered workshops to students in embedded tutoring classes, and limited the tutoring to those students.

1. **Program changes**

Student evaluations will be given twice a semester in the embedded tutoring courses (in the fall: beginning of October and third week of November, in the spring: Mid-March and end of May). Instructors will also be asked to complete a survey as to how they use tutoring in their courses. We will begin an open dialogue about how to effectively engage students both inside and outside the classroom. The embedded tutors will be asked to submit a synopsis about how they are using an embedded tutor in their courses.

1. Summarize revisions, additions, deletions, and alternate delivery methods to your program based on the last program review.

There needs to be an evaluation of short-term math courses and determine if the success rate is low because they are short-term, or if there needs to be more directed instruction. In the past, funding for Basic Skills was primarily spent on instructor salaries, so the committee did not having funding to implement new teaching strategies. In the past, there was a non-sustainable Summer Bridge program with high success rates, a small sample

**C. FUTURE – LIST OF “SMART” (SPECIFIC** **MEASURABLE ATTAINABLE RELEVANT** **TIME-LIMITED) PROGRAM OBJECTIVES FOR NEXT ACADEMIC YEAR TO ADDRESS PROGRAM IMPROVEMENT, GROWTH, OR UNMET NEEDS/GOALS. ALL PROGRAM GOALS MUST ADDRESS AT LEAST ONE OF THE INSTITUTIONAL GOALS.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **FUTURE PROGRAM GOALS**  (Describe future program goals. List in order of budget priority.)  You are not required to list 3 goals. Only list/identify goals that are viable in one year’s time or can be carried over a number of program cycles. Objectives should either: 1. Increase work efficiency; 2. Reduce costs; or 3. Contribute to student enrollment and/or success. | | | | | | **INSTITUTIONAL GOAL(S)**  (Select one primary institutional goal) |
| **1** | **2015-2016 PROGRAM GOAL #1**  Budget Priority #1 | | | | | **INSTITUTIONAL GOAL(S)** |
| **Identify Future Global Goal:** Embedded Tutors | | | | | | **1 Mission & Effectiveness**  1.1  1.3  1.2  1.4  **2 Student Learning Outcomes**  2.1  2.4  2.2  2.5  2.3  2.6  **3 Resources**  3.1  3.4  3.2  3.5  3.3  **4 Leadership & Governance**  4.1  4.4  4.2  4.5  4.3 |
| **Objective:** Incorporate embedded tutors in the classroom and offer additional supplemental instruction outside the classroom. | | | | | |
| **RESOURCE PLAN**  (Check all that apply.) | | | | | |
|  | | | | | |
| **Task(s): Hire tutors for the classroom, math tutor lab and learning services lab.** | | | | | |
| 1. Describe task and select the resource committee that will review your enhanced budget request (if applicable)   Facilities  Marketing  Technology  Professional Development  Staffing | | | | | |
| **Timeline: Ongoing** | | | | | |
| **Expense Type** | | | **Funding Type** | | **Budget Request** |
| One-Time  Recurring | | | General District  Categorical (Specify) | | **$45,000**  **(from Basic Skills funds)** |
| 1. Describe task and select the resource committee that will review your enhanced budget request (if applicable)     Facilities  Marketing  Technology  Professional Development  Staffing | | | | | |
| **Timeline:** | | | | | |
| **Expense Type** | | **Funding Type** | | **Budget Request** | |
| One-Time  Recurring | | General District  Categorical (Specify) | | **$\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
| **C.** Describe task and select the resource committee that will review your enhanced budget request (if applicable)    Facilities  Marketing  Technology  Professional Development  Staffing | | | | | |
| **Timeline:** | | | | | |
| **Expense Type** | | **Funding Type** | | **Budget Request** | |
| One-Time  Recurring | | General District  Categorical (Specify) | | **$\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
| **How will this objective be measured? Determine students’ success, completion and persistence taking Basic Skills English and Math with embedded tutors in their programs.** | | | | | | |
| **How will the completion of tasks identified improve work efficiency, reduce costs, or improve student success?**  **Students taking classes with embedded tutors incorporated within them have a greater opportunity for success. At IVC, data has also shown that students in these courses have a higher completion rate.** | | | | | | |
| **Who are the responsible party(ies) and assigned user(s)? Basic Skills Coordinator, Math Lab Tutorial Specialist, Learning Services Coordinator.** | | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **FUTURE PROGRAM GOALS**  (Describe future program goals. List in order of budget priority.)  You are not required to list 3 goals. Only list/identify goals that are viable in one year’s time or can be carried over a number of program cycles. Objectives should either: 1. Increase work efficiency; 2. Reduce costs; or 3. Contribute to student enrollment and/or success. | | | | | | **INSTITUTIONAL GOAL(S)**  (Select one primary institutional goal) |
| **2** | **2015-2016 PROGRAM GOAL #3**  Budget Priority #3 | | | | | **INSTITUTIONAL GOAL(S)** |
| **Identify Future Global Goal:** Bridge for Success | | | | | | **1 Mission & Effectiveness**  1.1  1.3  1.2  1.4  **2 Student Learning Outcomes**  2.1  2.4  2.2  2.5  2.3  2.6  **3 Resources**  3.1  3.4  3.2  3.5  3.3  **4 Leadership & Governance**  4.1  4.4  4.2  4.5  4.3 |
| **Objective:** Offer workshops to incoming and current student that refresh math skills and re-take the accuplacer exam. | | | | | |
| **RESOURCE PLAN**  (Check all that apply.) | | | | | |
|  | | | | | |
| **Task(s): Create materials for workshops to improve student placement in English and Math; market the workshops and hold workshops in summer 2015** | | | | | |
| 1. Describe task and select the resource committee that will review your enhanced budget request (if applicable)   Facilities  Marketing  Technology  Professional Development  Staffing | | | | | |
| **Timeline: October 2014 – August 2015** | | | | | |
| **Expense Type** | | | **Funding Type** | | **Budget Request** |
| One-Time  Recurring | | | General District  Categorical (Specify) | | **$20,000**  **(from Basic Skills funds)** |
| 1. Describe task and select the resource committee that will review your enhanced budget request (if applicable)     Facilities  Marketing  Technology  Professional Development  Staffing | | | | | |
| **Timeline:** | | | | | |
| **Expense Type** | | **Funding Type** | | **Budget Request** | |
| One-Time  Recurring | | General District  Categorical (Specify) | | **$\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
| **C.** Describe task and select the resource committee that will review your enhanced budget request (if applicable)    Facilities  Marketing  Technology  Professional Development  Staffing | | | | | |
| **Timeline:** | | | | | |
| **Expense Type** | | **Funding Type** | | **Budget Request** | |
| One-Time  Recurring | | General District  Categorical (Specify) | | **$\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
| **How will this objective be measured? Determine whether students taking the accuplacer prior to the workshop and post-workshop improve their scores and test into a higher math course.** | | | | | | |
| **How will the completion of tasks identified improve work efficiency, reduce costs, or improve student success?**.  **This can improve student success by reducing the number of exit points of students taking Basic Skills courses.** | | | | | | |
| **Who are the responsible party(ies) and assigned user(s)? Basic Skills Coordinator, Mardjan Shokoufi, Norma Nunez** | | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **FUTURE PROGRAM GOALS**  (Describe future program goals. List in order of budget priority.)  You are not required to list 3 goals. Only list/identify goals that are viable in one year’s time or can be carried over a number of program cycles. Objectives should either: 1. Increase work efficiency; 2. Reduce costs; or 3. Contribute to student enrollment and/or success. | | | | | | **INSTITUTIONAL GOAL(S)**  (Select one primary institutional goal) |
| **3** | **2015-2016 PROGRAM GOAL #3**  Budget Priority #3 | | | | | **INSTITUTIONAL GOAL(S)** |
| **Identify Future Global Goal:** Implement Reading Apprenticeship program | | | | | | **1 Mission & Effectiveness**  1.1  1.3  1.2  1.4  **2 Student Learning Outcomes**  2.1  2.4  2.2  2.5  2.3  2.6  **3 Resources**  3.1  3.4  3.2  3.5  3.3  **4 Leadership & Governance**  4.1  4.4  4.2  4.5  4.3 |
| **Objective:** Engage faculty in all disciplines about how to incorporate reading discipline specific textbooks in their classrooms. | | | | | |
| **RESOURCE PLAN**  (Check all that apply.) | | | | | |
|  | | | | | |
| **Task(s): Invite faculty to attend Reading Apprenticeship workshop January 5, 2015.** | | | | | |
| 1. Describe task and select the resource committee that will review your enhanced budget request (if applicable)   Facilities  Marketing  Technology  Professional Development Staffing | | | | | |
| **Timeline:** | | | | | |
| **Expense Type** | | | **Funding Type** | | **Budget Request** |
| One-Time  Recurring | | | General District  Categorical (Specify) | | **$5,000**  **(from Basic Skills funds)** |
| 1. Describe task and select the resource committee that will review your enhanced budget request (if applicable)     Facilities  Marketing  Technology  Professional Development  Staffing | | | | | |
| **Timeline:** | | | | | |
| **Expense Type** | | **Funding Type** | | **Budget Request** | |
| One-Time  Recurring | | General District  Categorical (Specify) | | **$\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
| **C.** Describe task and select the resource committee that will review your enhanced budget request (if applicable)    Facilities  Marketing  Technology  Professional Development  Staffing | | | | | |
| **Timeline:** | | | | | |
| **Expense Type** | | **Funding Type** | | **Budget Request** | |
| One-Time  Recurring | | General District  Categorical (Specify) | | **$\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
| **How will this objective be measured? The number of attendees at the Reading Apprenticeship workshop January 5, 2015. Determine whether learning communities were formed across discipline to discuss teaching methodologies used in classroom.** | | | | | | |
| **How will the completion of tasks identified improve work efficiency, reduce costs, or improve student success?**. This will improve cross-discipline collaboration. Also, over time, it is expected that our students will become better readers – and hence student success should improve. | | | | | | |
| **Who are the responsible party(ies) and assigned user(s)? Basic Skills Coordinator, Audrey Morris, 3CSN (California Community College Success Network** | | | | | | |