

PROGRAM REVIEW UPDATE 2016-2017

Program: Reading and Writing (RAW) Center

Division: Student Services (managed by Arts and Humanities)

Date: October 8, 2016

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SLO/SAO Point-Person: n/a

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Purpose: To document significant program accomplishments, plans and needs between Triennial Program Reviews. This update should provide a snapshot of your program.

Uses: This update will be used to inform the campus and community about your program. It will also be used in the processes of creating Dean's Summaries, determining College Planning Priorities and allocating resources.

Time Frame: This update should reflect on program status during the 2015-16 academic year. It should describe plans starting now and continuing through 2017-18.

Topics: The first section of this Program Review Update focuses on general program reflection and planning. The second, third and fourth sections focus on reflection and planning regarding Student Learning Outcomes. Only instructional programs need to complete Sections 2, 3, and 4.

Scope: While this Program Review Update does ask for some analysis of data, detailed data reports in the form of appendices should be reserved for the Triennial Program Review.

Instructions:

- 1) Please fill in the following information as completely as possible.
 - 2) If the requested information does not apply to your program, please write "Not Applicable."
 - 3) Optional: Meet with your dean to review this document before October 10, 2016.
 - 4) Send an electronic copy of this form to the Program Review Committee Chair and your Dean by October 10, 2016.
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Part One: Program Snapshot

A. Have there been any significant changes to your program, your program's data or your program's needs since the previous Program Planning Update?

If there are any changes, describe the relevant information and its significance in the space below.

These changes might have originated from within the program or because of an external source (the institution or the state, for example). Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research (<http://goo.gl/Ssfik2>)
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data
- SLO/SAO Data (<http://goo.gl/iU2yIz>)

There have not been drastic changes to the offerings/accessibility of the RAW Center since the last Program Review Update. Over the past three semesters, the Center has opened either the fourth

or fifth week of the semester, and remained open through the last week of classes (but not Finals Week). Hours per week have remained in the low 20's each semester, and until this semester, a tutor was paid to work over the weekends with online submissions. The RAW Center is currently open 25.5 hours a week, and opened in the fourth week of the semester, but, due to budget and tutor availability, is not offering a dedicated tutor to handle online submissions. It is expected that we will close during Thanksgiving week to save money, and possibly the week prior to that also. In addition, for the first time, the Orientation session for tutors was not held this semester; historically, it had created a budget difficulty because those hours were processed differently than all the tutoring hours, and I also had received a lot of pushback on why seasoned instructor-tutors would need repeated "orientations" (Although we tried to rename it "norming," it was apparently more than a semantic issue.) Thus, this semester, we just opened the Center for tutoring, and are trying to keep tutors in touch via email.

Like the prior coordinator, I have been allotted a \$25,000/year budget, and try to retroactively supplement the costs of running the Center with grants.

The main changes that have affected our program since the last Program Review are:

1. The Fall 2015 Accreditation visit and report

The latest Accreditation visit noted that our offerings for tutorial services, including RAW, are too limited, and impede student success. In particular, our extremely limited online and evening services (we had no evening hours the semester of the visit; we have since added a total of four evening hours weekly) and the fact that we, like the Tutorial Center, are closed completely during the summer, were mentioned.

2. The new faculty contract's salary stipulations

While the increased salaries and the return to seniority steps in the new contract are a good thing overall for our faculty, they have had a serious impact on the RAW Center, since our budget has remained static, at \$25,000 per year, while costs have increased.

3. The new interpretations of the faculty contract's B.N.C. load requirements

Several weeks into the semester, our Dean began examining the contract, and is trying to determine how we have been able to pay tutors at B.N.C. hours without drawing down their teaching load. There had been a M.O.U., or approval, from a prior Vice-President, apparently, which we have been unable to track down. Thus, one of our tutors has abruptly been pulled from the Center, and his hours cancelled, as he has reached his load limit for the semester. There are two other tutors who also will not be able to complete their hours this semester, unless we are able to resolve this issue. We may be able to get other tutors to fill in, however, this will present a huge scheduling issue going forward, as adjunct instructors (which is what almost all our tutors are) may be reluctant to take hours if it could jeopardize their chances to accept classes; additionally, even if they are able to handle it load-wise, they/we won't know this until all calculations are made by the Dean's office.

B. What objectives, initiatives, or plans from the 2015 Program Review Update have been achieved and how? PRUs from 2015 are available here: <http://goo.gl/9iF3m9>

Unfortunately, it seems that the most the RAW Center has been able to do is "hold steady," with the aid of grant monies, volunteer tutors, the Tutorial Center staff, and volunteer efforts from our own tutors and English Center staff. The coordinator's release time is still 2 units, which would need to be increased if it were expected that there would be enough time to work with the Tutorial Center on running training sessions for student tutors, making tutor-training videos, etc. The last PRU mentioned videos and publicity: one of our tutors volunteered his skills to make a catchy new orientation video for our homepage, and our English Department Instructional Assistant has voluntarily made flyers and designed an "assignment sheet" that instructors can use to send their students to the RAW Center and verify their attendance, what was covered, etc. This is available for downloading from our website. Another of our tutors has created a page on our Blackboard site where instructors' assignments can be uploaded -- many are there now, mainly from the English Department -- so that tutors can have access to a bank of assignments that students are working on.

C. Discuss at least one example of how students have been impacted by the work of your program since the last program review update (if you did not already answer this in Question B).

Students are impacted weekly by the RAW Center; comments on student surveys continue to show that over 90% of students who received tutoring felt that their writing and grades improved due to the help. In particular, our evening hours have been very crowded these last two semesters (since we added them). There is ever-increasing data from studies showing that direct intervention and one-on-one instruction is key to student success, and is particularly crucial for at-risk populations. For this reason, the Basic Skills committee has generously given us funding over the past three semesters, and we are also perfectly situated to work as a partner with the Tutorial Center in helping realize the goals of the Transitions Grant.

D. What obstacles has your program faced in achieving objectives, initiatives, or plans?

Funding and scheduling are the biggest obstacles, and they go hand in hand -- it is challenging to create an adequate schedule when it is unclear what the costs will be (due to the changing pay-rates and changing tutorial staff) and what the actual budget might be, beyond the annual money budgeted from the General Fund. This semester, the 29.5 hours/week for which we were originally scheduled would have run our budget close to \$25,000, the entire yearly allotment. This schedule was to have had the Center open 10-7 Monday and Tuesday, 10-5 Wednesday and Thursday, for 14 weeks, with no added online tutorial help -- not an extremely ambitious schedule, and yet, hours have had to be cut this semester, and most likely more will be. Some grant money has been promised, other grants I will apply for when they are announced, but there seems to be no way to know/guarantee in advance what the budget will be; this is no way to run a program. Most of the coordinator's time is spent seeking and scheduling tutors, promoting the Center via email and flyers (but not too much, since one instructor sending one class's worth of students with one assignment can easily overwhelm the Center, as happened last semester), and meeting with administrators and grant coordinators to calculate tutor costs, teaching load capacities, and to seek funding.

The contract and its interpretation have been an obstacle, especially as of this semester, when we are being asked to calculate tutors' hours as part of their teaching load. The contract does not allow tutoring to be paid at "F" hours, but in many ways this would be preferable, as it would simplify paperwork and make budget-planning possible; additionally, it would save money and eliminate awkward scheduling issues when tutors at varying pay rates might be competing for the same hours.

E. What are your most important plans (either new or continuing) for next year?

The first order of business is to try to stay open enough hours to make it worth running the Center; because of the timing of grants, as well as the processing of this semester's payroll, it is difficult to know in advance of the upcoming semester how much money we will have. However, we do have plans to work with the new Transformations Grant, to create some innovative tutoring scenarios that hopefully will be helpful to students while meeting the conditions of the grant. Ultimately, over the next year or two, our goal would be to shift the management of the RAW Center to be under Student Services, where it should be (and technically IS) housed.

One important expected change in the near future is that our campus will be transitioning to Canvas as our CMS over the course of the next 18 months. With Canvas, we will have an online tutoring service, NetTutor, which offers tutoring in reading and writing by instructors; thus, RAW will hopefully be able to conserve its budget and focus on face-to-face tutoring. This won't save a large amount of money -- this semester we are not spending anything on dedicated online tutoring -- but it will help serve students in an important way, by making tutorial services more accessible.

F. Instructional Programs: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

G. Do plans listed under Question E or Question F connect to this year's planning priorities (listed below)? If so, explain how they connect.

Planning Priorities for 2016-17

- ***Establish regular and ongoing processes to implement best practices to meet ACCJC standards***
- ***Provide necessary institutional support for curriculum development and maintenance***
- ***Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes***
- ***Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses.***

Yes, availability of instructor-tutors is a staple at almost every community college, and has been shown to be a critical component of student success, working in tandem with peer tutoring services. We are part of "best practices" (Priority 1), but more explicitly, Priority #4 is what the RAW Center exemplifies.

H. Instructional programs: Did your program meet its program-set standard for successful course completion? ___yes ___x_no

(This data can be found here: <http://goo.gl/Ssfik2>)

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

I don't believe RAW has a program-set standard yet.

I. Units with SAOs: Using SAO data from last year, describe the impacts of SAO practices on student learning, achievement, or institutional effectiveness. Describe the practices which led to the success. (Copy the box below if you would like to discuss multiple examples). SAO data can be found here: <http://goo.gl/jU2yIz>

SAO:

Describe the quantitative or qualitative results:

Discuss any actions taken so far (and results, if known):

Discuss your action plan for the future:

Part Two: Course-Level SLO Assessment Schedule

THIS SECTION HAS BEEN REMOVED. PLEASE SKIP TO PART THREE.

Part Three: Assessment Results
(Instructional Programs Only)

1. Describe an example of how your program used **course SLO data (SLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Course:
Course SLO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

2. Degree/Certificate granting programs only: Describe an example of how your program used **program-level SLO data (PSLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate:
Program SLO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

Part Four: Program Curriculum Map (Instructional Programs with Degrees/Certificates Only)

Background: Program-level Student Learning Outcomes

Program-level Student Learning Outcomes (PSLOs) are defined as the knowledge, skills, abilities, or attitudes that students have at the completion of a degree or certificate. Faculty within a discipline should meet to discuss the expected learning outcomes for students who complete a particular series of courses, such as those required for a certificate or a degree. PSLOs should be the big things you want students to get out of a degree or certificate. PSLOs should be developed throughout the program and in multiple courses. Discussions might also involve colleagues in other programs regarding prerequisites and transfer courses or community stakeholders regarding job expectations.

It is recommended that each program have 3-6 PSLOs. Discipline faculty members might need to have a more comprehensive list based on the requirements of external stakeholders (employers, state requirements, etc.). For most programs, PSLOs are only assessed through linked course-level SLOs. You might assess PSLOs in a capstone project or capstone course that many students complete when earning a certificate or degree. Alternatively, you could assess development of a set of skills as students advance through different courses in your program (ENG 1A -> ENG 4 or 7).

Program-level outcomes should

1. **describe** what students are able to do after completing a degree or certificate;
2. be **limited** in number (3-6 outcomes);
3. be **clear** so that students and colleagues can understand them;
4. be **observable** skills (career-specific or transferable), knowledge, attitudes, and/or values;
5. be **relevant** to meet the needs of students, employers, and transfer institutions;
6. be **rigorous** yet realistic outcomes achievable by students

Curriculum Map Directions

Note: If you have multiple degrees/certificates, choose one to map. If you have already submitted mapping to the SLO committee and do not wish to make changes, you may copy that mapping into this chart or attach the map you already created.

1. In the boxes across the top row, review all the non-GE courses required for your degree/certificate. (including those that aren't in your discipline). Make any desired changes to those courses. (Electives do not need to be included, though they may).
2. In the left column, write the program learning outcomes you have drafted for your program.
3. In the boxes in the center of the page, mark the course SLO that maps to the program SLO you have identified. Each program SLO should map to multiple courses in your program.

Example: English Associate's Degree for Transfer						
Program Learning Outcomes	Required Courses in Degree/Certificate					
	Eng 4	Eng 7	Eng 35	Eng 41	Electives* (Eng 20, 32, 45, 44)	MSCM 1*
1. Identify and evaluate implied arguments in college-level literary texts.	x					
2. Write an academic essay synthesizing multiple texts and using logic to support a thesis.	x	x				
3. Write a research paper using credible sources and correct documentation.	x	x				x
4. Analyze an author's use of literary techniques to develop a theme.			x	x	x	

*Including electives is optional.

Your Program's Map

Degree or Certificate:														
Program Learning Outcomes (3-6 recommended)	Required Courses in Degree/Certificate													
1.														
2.														
3.														
4.														
5.														
6.														

1. Did you make any changes to your existing mapping? (circle one)

Yes No This degree/certificate did not have previous mapping

2. If you answered "yes" to Question 1, explain what changes you made.

3. Reflection Questions: The following questions are for the consideration of your program as you look at your completed chart. You do not need to record your responses here. If you discuss these questions with others (for example, at a department meeting), you may want to take minutes documenting your discussion.

- a. How many courses help students achieve each program outcome? Do students have enough opportunities to achieve the outcome?
- b. In which course(s) are students likely to demonstrate satisfactory achievement of each program outcome? In other words, which courses(s) might be an official or unofficial capstone requirement?