

PROGRAM REVIEW Fall 2020

Program: RAW Center and Smart Shop Workshop Series

Division: A & H

Date: 10/22/20

Writer(s): Michelle Gonzales

SLO/SAO Point-Person:

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

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g. Instructional Equipment Request Process) or directed to your dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2020-21 academic year. It should describe plans starting now and continuing through 2021-22.

Sections: This Program Review has been shortened due to the COVID-19 pandemic. The Program Review Committee understands that you are completing this program review in a time of stress and disruption and that this may affect many of your responses. Sections and questions are marked with the name of the committee or office that will use the information.

- The first section focuses on general program reflection and planning.
- The second section has specific questions to be filled out by all programs this year.
- The third section is a review of curriculum, to be filled out only by programs with curriculum.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

For Help: Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.

A list of contacts for help with specific sections is provided on the Program Review website under the “tools for writers” tab. [<https://bit.ly/3fY7Ead>]

Instructions:

- 1) Please respond to each question as completely as possible.
- 2) If the requested information does not apply to your program, write “Not Applicable.”
- 3) Optional: Communicate with your dean about completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean by Monday, November 2.

Links:

Program Review Home Page: laspositascollege.edu/instructionalprogramreview

Fall 2019 Program Reviews: laspositascollege.edu/programreview/pr2019.php

Frequently Asked Questions: laspositascollege.edu/instructionalprogramreview/programreviewfaqs.php

Section One: Program Snapshot [Program Review Committee]

For assistance with this section, contact the Program Review Committee Chair. [<https://bit.ly/3fY7Ead>]

No Significant Changes Option

Contact person: _____

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot.

Programs must still complete all other sections (as applicable).

Please note: Choosing this option means that your program's information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Snapshot was submitted in the following semester: Fall 20_____.

A. Accomplishments: What plans were achieved during AY19-20? You may describe achievements that were or were not planned in earlier Program Review. Your response may include actions regarding COVID-19. Please highlight any positive impacts to students.

RAW Center: Offer online tutoring of some kind

Finding a way to offer online tutoring fell right into our laps when the campus had no choice to close in March of 2020 due to the Covid-19 pandemic. While the campus was closed for two days in mid-March for faculty to be trained to transition online, the RAW Center coordinator, also a faculty member, transitioned all the RAW Center services online. We resumed our services on Zoom within two days.

In the Fall 20 semester, the RAW Center, via Pisces, now also offers paper drop-off service.

As a result of the pandemic, we have learned that offering online tutoring is possible. By learning that we can offer our services online will better help us meet accreditation mandates.

Smart Shop Workshop Series

The workshop series successfully transitioned to its current online format within three weeks of the campus closure in March 2020. Workshop Zoom links had to be created for eight different programs, the live calendar was amended, and messaging to students had to be changed and increased. Some workshops did have to be canceled as a result of the changes in faculty and staff schedules.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	x	LPC Planning Priorities	x	Services to Students
	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy	x	Student Equity
	External Factors	x	Learning Support		Professional Development	x	Technology Use

B. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Your response may include issues regarding COVID-19. Please highlight any negative impacts for students.

RAW Center

Interruption to Data Collection: There was no way to track data for the RAW Center in Spring 20 after the campus shutdown since we were forced to use Zoom. Data is being collected again now that we are using Pisces.

Reduction of Hours: Due to both the pandemic and funding, the RAW Center hours were reduced by 10.5 hours per week from 31 hours per week the previous semester to 20.5 hours this semester.

Funding is always an issue for the RAW Center. Our general fund allocation of 25K doesn't cover all operational costs, so the RAW Center coordinator must always seek additional funds. This year we have been allocated additional funds from the SEA funding.

Technology Now that all of our services are online, it has become clear that the online platform Pisces does create barriers that don't exist when meeting face-to-face. RAW tutors who teach ESL have reported that a good number of students who had a first bad experience with the glitchy video and sound of Pisces have not returned for RAW tutoring. This has not been an issue for the more sophisticated ESL students, those who don't need as much support and for whom glitchy video and sound are not as disruptive. Zoom, which we used in spring, performs much better for face-to-face tutoring, does not track student use data, and we could not use it for paper drop-off. Ideally, to minimize barriers such as dropped or glitchy video sessions, and the confusion of multiple-clicks, we would use a system that provides one-click access to tutor, or to the paper drop-off system. Currently, we use Pisces through Canvas, but then faculty tutors provide a Zoom link to the student to minimize video disruptions, but this method is far from seamless. The Pisces waiting room system is also rather glitchy. The state's contract with Pisces ends next year will force us to have to make a decision to purchase it or something better, and something better will likely cost more. However, the first impression, as we all know is critical, and many students who do not have a good first experience accessing the center, will not return.

When we do make a decision about which platform to adopt, we should choose carefully, because the faculty tutors will have to be trained, a third time in fewer than two years on the new system.

Campus misconceptions

While there has been some improvement in the campus misconception that the RAW Center only serves English students because it has been coordinated and staffed by English faculty, after last summer's dramatic, and costly, increase in NetTutor usage, the need for summer RAW funding has

been made quite clear. Since funding the RAW Center is always a challenge, I have mentioned that here.

While we understand that our budget is now newly strained, as a result of the pandemic we contend that both the accreditation mandate and the success rates justify funding summer RAW hours

Smart Shop Workshop Series

Interruption to Data Collection: Data for the Smart Shop Workshop program was collected when we resumed in April 2020, three weeks after the campus shutdown, but the data still needs to be inputted. Now that my student assistant has been onboarded this work can be done, but we will need to set a date to come to campus.

Decline in Workshop Options As a result to the Covid-19 pandemic the workshop series has been forced to reduce its workshop offerings and ESL and Biology have temporarily suspended offering workshops all together.

Funding remains an obstacle for the Smart Shop Workshop Series, as unlike the RAW Center which does get much of its funding from the general fund. The Smart Shop Workshop series relies on one-time monies. Fortunately, administrators remain enthusiastic about supporting acquisition of funds, but there is NO process and the funding for the series is far from institutionalized. During this academic year, 20-21, we the program is funded by Strong Workforce in Fall, and SEA in the spring. These mid-year changes in funding streams makes extra work, processes, and barriers for the coordinate who must wait for, or often request, new budget numbers, change those numbers on time sheets, keep track of all that information, and puts undue burden on administrative assistants.

An obvious need request would go as follows: create a process for securing funding, provide clarity and transparency regarding who will create PAFs and receive time sheets, while a larger discussion and decision is being had/made about how we might institutionalize funding for this popular, culture-shifting student support.

Also related to funding was the Math Department's decision to have faculty volunteer teach their workshops this semester. As I suspected, this resulted in faculty asking to change their planned workshop days and times which is something that the program is loath to do since we have to create our calendar and marketing materials so far in advance. When changes are made this confuses students and creates the impression that we are not a stable or reliable student support service.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW				
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	x	LPC Planning Priorities	x	Services to Students
	Course Offerings	x	Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items	x	Human Resources		Pedagogy	x	Student Equity
	External Factors	x	Learning Support		Professional Development		Technology Use

C. IR Data Review: Describe any significant trends in your program’s data from the office of Institutional Research and Planning. (Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box.) You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.

IR Data packets are available here: <https://bit.ly/2lYaFu7>

Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

For assistance with this question, contact the Director of Institutional Research and Planning. <https://bit.ly/3fY7Ead>

Given the extra work created by the Covid-19 pandemic, data requests were not made for RAW Center and/or Smart Shop data, and SARS data has not been kept up to date. There was no way to track data for the RAW Center in Spring 20 after the campus shutdown since we were forced to use Zoom. Data for the Smart Shop Workshop program needs to be inputted.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW				
<input type="checkbox"/>	Community Partnerships/Outreach	<input type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input type="checkbox"/>	LPC Planning Priorities	<input type="checkbox"/>	Services to Students
<input type="checkbox"/>	Course Offerings	<input type="checkbox"/>	Financial/Budgetary	<input type="checkbox"/>	LPC Collaborations	<input type="checkbox"/>	SLO/SAO Process
<input type="checkbox"/>	Curriculum Committee Items	<input type="checkbox"/>	Human Resources	<input type="checkbox"/>	Pedagogy	<input type="checkbox"/>	Student Equity
<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	Technology Use

D. Short Term Planning: What are your most important plans, either new or continuing, for next year? Describe plans starting now and continuing through AY 21-22. (Optional: You may also describe long-term plans if desired.)

For both programs, the RAW Center and the Smart Shop Workshop Series, the short-term plan is to continue serving students online, to continue aggressive marketing, so students in need seek our support in this most difficult of global circumstances.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW				
<input checked="" type="checkbox"/>	Community Partnerships/Outreach	<input checked="" type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input checked="" type="checkbox"/>	LPC Planning Priorities	<input checked="" type="checkbox"/>	Services to Students
<input type="checkbox"/>	Course Offerings	<input type="checkbox"/>	Financial/Budgetary	<input type="checkbox"/>	LPC Collaborations	<input type="checkbox"/>	SLO/SAO Process
<input type="checkbox"/>	Curriculum Committee Items	<input type="checkbox"/>	Human Resources	<input type="checkbox"/>	Pedagogy	<input type="checkbox"/>	Student Equity
<input checked="" type="checkbox"/>	External Factors	<input checked="" type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input checked="" type="checkbox"/>	Technology Use

Section Two: Institutional Planning Topics (Required for All Programs)

A. Equity [Student Equity and Achievement Committee]: Please describe any recent actions your program has taken to increase equity and/or any challenges your program faces in promoting equity and equity-based decision-making? Areas to consider include students impacted by race/ethnicity, gender, sexuality, age, or disability status, as well as students who are disproportionately impacted due to the shift to remote instruction.

For assistance with this question, contact the Director of Student Equity and Achievement. [<https://bit.ly/3fY7Ead>]

RAW Center

Under the coordination of the RAW Center coordinator, Michelle Gonzales, Kisha Quesada Turner and Karin Spirn have written culturally responsive lessons that target all populations, and that especially address the unique needs and concerns of students of color and LGBTQ students. We have named these lessons Next Level English or NLE. The NLE lessons have been adapted and turned into RAW Center webpages where students and faculty can access them for free at any time, topics include: [Positionality](#), [Positionality Examples](#), [Using Positionality to form a Thesis](#), [Try it Out: Who You Be?](#), [Prologues: A Heads-Up For Readers](#), [Personal Pronouns](#), [LGBTQ+Nomenclature](#). We are in the process of writing additional lesson which will also be added to the NLE section of the RAW site.

The current RAW Center coordinator, as she did in advance of scheduling the fall 20 semester, will continue to recruit the most diverse group of faculty tutors possible.

Smart Shop Workshop Series

In response to the creation of the Next Level English webpage, the Smart Shop coordinator has begun revising all of the English Smart Shop Workshop slide decks used by all English faculty to further emphasize style and voice as related to the NLE concept of different Englishes, a term coined by writer Amy Tan to describe the effective use of what was once considered “broken English” in writing. NLE lessons extends this idea to use of dialect and less “formal” writing that is now common in media writing by journalists and that is becoming the norm.

The current Smart Shop coordinator, as she did in advance of scheduling the fall 20 semester, will continue to recruit the most diverse group of faculty tutors possible.

B. SLOs/SAOs [SLO Committee]:

You should complete ONE of the following three sections. Please choose the option that is most appropriate for your program:

B1: Instructional Programs with PSLOs

B2: Instructional Programs without PSLOs or with Special Circumstances

B3: Non-Instructional Programs

B1c. When will analysis and discussion of the assessment data be completed (during next year's Program Review is an option)? The reporting out of the "closing the loop" analysis will be part of next year's Program Review.

B2: Instructional Programs without PSLOs or with Special Circumstances

If your department does not have PSLOs, you may choose one CSLO to focus on. This option may also be used if there is a strong departmental rationale for focusing on a single CSLO.

As a department, please select a course to focus on. The selected course and one of its CSLOs should reflect an area that you would like to investigate in depth. For example, your selection may focus on a course to improve student success, to update pedagogy, to analyze equity issues, etc.

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

B2a. In the space below, describe the rationale (such as this is not a degree-granting program, we focus mainly on non-degree courses, etc.)

B2b. In the space below, insert the complete wording of the CSLO and reason(s) for selecting it for analysis.

B2c. In the table below, list the CSLO and check the semester or semester(s) that the CSLO will be assessed and data entered into eLumen.

(If this is different than the submitted SLO template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositascollege.edu and ahight@laspositascollege.edu)

Complete Name of CSLO	Fall 2020	Spring 2021	Summer 2021

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B2d. When will analysis and discussion of the assessment data be completed? (During next year's Program Review is an option.) The reporting out of the "closing the loop" analysis will be part of next year's Program Review.

B3: Non-Instructional Programs

In this year's Program Review, and in support of Accreditation, we would like a snap-shot of how your student service area plans to collect, discuss, and report assessment findings to develop best practices for teaching and student learning ("closing the loop").

Please select one SAO to focus on. This SAO should reflect an area of your program that you would like to investigate in depth. For example, your selection may focus on an area to improve student success, increase best practices, to address equity issues, or to examine a new service/program, etc. The intent is for this section to be useful for reflection to develop best practices for serving students.

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

B3a. In the space below, insert the complete wording of the SAO and potential reason(s) for selecting it for analysis.

B3b. When and how will this SAO be assessed and data entered into eLumen? (If this different than the submitted template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositascollege.edu and ahight@laspositascollege.edu)

B3c. When will analysis of the assessment data will be completed (during next year's Program Review is an option)? The reporting out of the "closing the loop" analysis will be part of next year's Program Review.



Section Three: Curriculum Review (Programs with Courses Only)

For assistance with this section, contact the Curriculum Committee Chair. [<https://bit.ly/3fY7Ead>]

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

1. Log in to CurricUNET
2. Select "Course Outline Report" under "Reports/Interfaces"
3. Select the report as an Excel file or as HTML

A. Title V Updates [Curriculum Committee]: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below. Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (B).

B. Degree/Certificate Updates [Curriculum Committee]: Are there any programs requiring modification? List needed changes below.

C. DE Courses/Degrees/Certificates [Distance Education Committee]: 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.