

PROGRAM REVIEW Fall 2017

Program: RAW Center

Division: Arts and Humanities

Date: 10/12/17

Writer(s): Meghan swanson

SLO/SAO Point-Person: Karin Sprin

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.

Time Frame: This Program Review should reflect on program status during the 2016-17 academic year. It should describe plans starting now and continuing through 2017-18. This document also provides the opportunity to describe more long-term plans (optional).

Sections: The first section of this Program Review focuses on general program reflection and planning. The second section is a review of curriculum. Only programs with curriculum need to complete Section 2. The third section is a CTE update, to be completed by CTE programs only.

Topics: A list of topics of particular interest to Program Review readers can be found here:

<https://goo.gl/23jrxt>

Help: Contact Karin Spirm: kspirm@laspositascollege.edu

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: Meet with your dean to review this document before October 13.
- 4) Send an electronic copy of this form to Karin Spirm and your Dean by October 16

Links:

Program Review Home Page: <https://goo.gl/XATgjJ>

Fall 2016 Program Review Updates : <https://goo.gl/YV8QOt>

Frequently Asked Questions: <https://goo.gl/iIhRtt>

Section One: Program Snapshot

A. Data Review: Describe any significant changes to your program’s data since last year’s Program Review Update (Fall 2016).

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 (<https://goo.gl/b59nCy>)
- CEMC Data
- Labor Market Data
- SLO/SAO Data

Since our last program review, our data shows the amount of students we have been able to serve has only diminished given our cut in hours. Fall 2016, we were open for 24 hours per week including some night offerings. Now we are only able to staff 16 hours a week at our busiest hours from 10am-2pm Monday through Thursday. Our program data collected from Stars, for example, shows this semester, we have stayed consistent with previous semesters by serving 105 unique students in the 7 weeks we have been open; we’d love to advertise and serve more, even embed ourselves in classes, but that seems impossible because we are only on average able to see the students that drop in. We have in the past worked with teachers to require students to come to the RAW Center once in the semester for help, but with our limited hours, we are just not able to provide this service even with it being a planning priority. It is also worth noting that our data also shows that in fall of 2016 (for the 14 weeks we were open), we were able to hold 203 sessions between the hours of two and six pm. Now, we are unable to hold any of those sessions since we are not open during those times.

B. Changes to Program and Needs: Describe any significant changes to your program or your program’s needs since the previous Program Review Update (Fall 2016).

<p>As noted in last year’s program review, “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 16 hours per week, Monday-Thursday 10-2, and, due to budget changes and the availability of Net Tutor, we will not be offering online tutoring this semester. We will close during Thanksgiving week to save money. Also, as noted last year,</p>	<p>Mark an X next to each area that is addressed in your response.</p>										
	<p>Definitions of terms: https://goo.gl/23jrxr</p>										
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<p>we were similarly not able to hold an norming because of budget constraints. “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.)” This semester, we just opened the Center for tutoring, and are trying to keep tutors in touch via email, a shared Canvas site, and a Facebook page.</p>		Financial/Budgetary
		Human Resources
		Learning Support
	x	LPC Planning Priorities https://goo.gl/LU99m1
		Pedagogy
		Professional Development
	x	Services to Students
		SLO/SAO Process
		Technology Use
		*Curriculum will also be addressed in Part 2 (Curriculum Review).
	**Facilities will also be addressed in Question H.	
<p>The same budget issues are relevant in this program review as noted in the last.</p> <p>“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.</p> <p>2. 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.”</p> <p>3. In addition, staffing (load) issues have continued to make staffing the RAW Center difficult. Most of our adjunct are teaching close to their max load and cannot, then, work in the RAW Center.</p>		

C. Reflection: What plans from the [2016 Program Review Update](#) or any [previous Program Reviews/Updates](#) have been achieved and how?

<p>Plans: 2016 Plan 1: “The first order of business is to try to stay open enough hours to make it worth running the Center.”</p>	<p>Mark an X next to each area that is addressed in your response.</p>
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<p>2017 Update: Unfortunately, we have even fewer hours available this semester due to budget including no evening, Friday, or online offerings.</p> <p>2016 Plan 2: “We do have plans to work with the new Transformations (BSSOT) Grant, to create some innovative tutoring scenarios that hopefully will be helpful to students while meeting the conditions of the grant.</p> <p>2017 Update: Smartshop workshops targeting topics most often covered in the RAW center have been developed and implemented this year, funded by the BSSOT grant.</p> <p>2016 Plan 3: 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.</p> <p>2017 Update: Management by English department as of 2017</p> <p>2016 Plan 4: Implementation of Net Tutor</p> <p>2017 Update: Students now have access to Net Tutor though we have no data at this time how frequently students have been using it. One teacher reported more than 5 days return time on papers. Others report limitations on help with global errors though they seem to be quite helpful with grammar/local errors. It could easily be argued that the RAW tutors are more effective in both of these areas.</p>	Definitions of terms: https://goo.gl/23jrxr	
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D. Impacts to Students (Optional): Discuss at least one example of how students have been impacted by the work of your program since the last Program Review Update (only if you did not already answer this in Questions A, B or C).

<p>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. 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, we have targeted two hours a week to our Puente and Umoja programs. As one student reported to their class, “PSA: I would highly consider going to see Salem [during] her tutor hours, I just left our tutoring session and she has helped [me] upgrade my essay in such a profound way. I am more confident about the direction of my essay.” This is the sort of feedback we receive frequently from students, and what we would like to be able to do more of.</p>	Mark an X next to each area that is addressed in your response.	
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E. Obstacles: What obstacles has your program faced in achieving plans and goals?

<p>Last year's obstacles still impact this year and to an even more severe degree given our limited budget, changes in the contract and thus changes in the tutors' hourly pay, and decreased funding from Basic Skills. Therefore, our biggest issues are funding and staffing. It is difficult to schedule the RAW Center because the hours are attached to load in the new contract. Thus, there are very few part-timers that can even work in the center since they, rightly, prioritize their course load over hours in the RAW Center. Our 25,000 yearly budget has not changed even though the hourly pay of the tutors has, leaving us with no choice but to limit our hours even more this semester, making us open from 10-2 Monday through Thursday only for just 14 of the 18 weeks of the semester. Our budget barely covered those hours; however, thankfully, Basic Skills gave us just enough to make that happen.</p>	Mark an X next to each area that is addressed in your response.	
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F. Short Term Planning: What are your most important plans (either new or continuing) for next year?

<p>As was mentioned in the last program review, our main goal is “to try to stay open enough hours to make it worth running the Center.” We need to find a way to either attain a larger operating budget or renegotiate the contract terms so that there is different hourly rate for tutors as there once was. At this point, it is difficult to make any other short/long term goals because the best that the RAW Center can do at this time is “hold steady.” We would love to be able to expand hours, including nights and weekends, be available to provide online tutoring to our DE students, offer small group work sessions and additional workshops for the college, expand the RAW website and create materials for the college to use in reading and writing instruction across disciplines, receive/provide more tutor training as well as norming/orientation sessions to continue our tutor’s professional development in tutoring best practices, but all of these plans seem impossible with our above mentioned restraints.</p> <p>Last spring, we did some research on how other writing centers run. We are particularly interested in Chaffey’s model for integrated support. As we learned, “60% of its student body is serviced by the network [of four learning centers]. Each center is run by a full-time leader who coordinates part- and full-time faculty tutors, classified contract support staff (folks with BAs who can work with and train tutors), and apprentices (folks who may or may not have BAs. Some are students). This seems like a strong model for an integrated approach to helping our students, with a larger base for collaboration and one we would like to research as we hopefully create a new innovative learning support center with our facility updates from measure A.</p>	<p>Mark an X next to each area that is addressed in your response.</p>
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G. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

	<p>Mark an X next to each area that is addressed in your response.</p>
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	<p>Community Partnerships/Outreach</p>

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H. Do you have any facilities needs that are currently unmet? If yes, please describe.

Our office in the Tutorial Center works fine; however, a long term plan to integrate all student support services with a place for the RAW Center would help bring more students into the Center.

I. Mission: Explain how your program’s plans and accomplishments support the mission of Las Positas College:

Las Positas College is an inclusive learning-centered institution providing educational opportunities and support for completion of students’ transfer, degree, basic skills, career-technical, and retraining goals.

As a support service, the RAW Center clearly supports our College’s mission as it helps students attain success in any reading and writing activity across disciplines.

J. Program-Set Standard (Instructional Programs Only): Did your program meet its program-set standard for successful course completion? ___yes ___no

(This data can be found here: <https://goo.gl/b59nCy>)

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.

K. SLO/SAO Reflection: Describe an example of how your program used course SLO data (CSLOs), Student Service Area Outcome (SAO) data or Program SLO data (PSLOs) from last year (2016-17) to impact student learning or achievement. Focus on PSLOs or CSLOs where you have multiple semesters of data to analyze. (Copy the box below if you would like to discuss multiple examples.)

Course Name, Program Name or Student Service Area:
Text of the CSLO, SAO, or PSLO:
Describe the quantitative or qualitative results:
Discuss and reflect upon student achievement for this CSLO/PSLO/SAO. Discuss any actions taken so far (and results, if known) and your action plan for the future:
What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes in student achievement?

L. Plans for Analysis of SLO/SAO Data: Identify the PSLOs, CSLOs, or SAOs that your program plans on focusing on the upcoming year with subsequent analysis. (Copy the box below as needed.)

Circle One: CSLO PSLO SAO
Course, Program Name, or Student Service Area:
Text of CSLO/PSLO/SAO:

If you plan on analyzing a PSLO, identify the CSLOs that feed into the PSLO that will need to be assessed.

**Section Two: Curriculum Review
(Programs with Courses Only)**

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

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

C. DE Courses/Degrees/Certificates: 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.

**Section Three: CTE Updates
(CTE Programs Only)**

A. Labor Market Conditions: Examine your most recent labor market data. Does your program continue to meet a documented labor market demand? Does this program not represent unnecessary duplication of other training programs in the college's service area? (Please note: your labor market data should be current within two years. Contact [Vicki Shipman](#) or the current CTE Project Manager for access to data).

B. Advisory Boards: Has your program complied with advisory board recommendations? If not, please explain.

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

(Contact [Vicki Shipman](#) or the current CTE Project Manager for help accessing the data).

C1. Does your program meet or exceed the regional and state medians **for increased enrollments, completions, and/or transfer since your last program review**? If not, what program improvements may be made to increase this metric?

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study**? If not, what program improvements may be made to increase this metric?

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college**? If not, what program improvements may be made to increase this metric?

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings**? If not, what program improvements may be made to increase this metric?