2014-15 Service Area Program Review



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| **DEPARTMENT/PROGRAM** | Learning Services |
| **DESCRIPTION/PURPOSE** | To provide services and equipment requested by the instructors and programs that refer students to Learning Services, and to keep those services and equipment current with the requirements of the instructors and programs that refer students to Learning Services. |
| **SUBMITTED BY:** | Terry C. Norris |
| **AREA DEAN/DIRECTOR** | Dr. James Patterson |
| **AREA VICE PRESIDENT** | Dr. Akinkuoye |

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| **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.

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| **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):**  Enhance tutor training to expand each tutor's capabilities in order to save money by reducing the number of tutors needed and yet still give students the help that they need. | | | | | | **1 Mission & Effectiveness**  1.1  1.3  1.2  1.4  X **2 Student Learning Outcomes**  X 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 | |
| Met | | X Partially Met | | Not Met | |
| **Describe how this program goal increased student achievement and/or program effectiveness in 2014-2015:**  The change in lab programs (from a lab-administered program to a teacher-administered assignment) and a decline in requests for tutoring have required a reduction in tutoring staff. The goal of saving money has been reached, but not in the way proposed. The change has been organic rather than imposed, which is better. | | | | | |
| **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):**  Save money by reducing student load and tutor hours in the labs by making tutoring a one-unit contract. Fewer tutors would be needed and would tutor only their students. There would be no walk-in tutoring. Students would probably be more motivated by working for the unit and so would probably do better in their classes. | | | | | | | **1 Mission & Effectiveness**  1.1  1.3  1.2  1.4  X **2 Student Learning Outcomes**  X 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 | |
| Met | | | X Partially Met | | Not Met | |
| **Describe how this program goal increased student achievement and/or program effectiveness in 2014-2015:**  Making tutoring a one-unit contract is not yet feasible. However, a tighter tutor/student ratio has been achieved through decreased demand for tutoring. | | | | | | |
| **3** | **PAST PROGRAM GOAL #3** | | | | | **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):**  Expand/modify lab facilities to accommodate small-group tutoring in place of one-on-one tutoring. The labs could serve more students without increasing the tutoring cost. | | | | | | | **1 Mission & Effectiveness**  1.1  1.3  1.2  1.4  X **2 Student Learning Outcomes**  X 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 | |
| Met | | | X Partially Met | | Not Met | |
| **Describe how this program goal increased student achievement and/or program effectiveness in 2014-2015:**  Expansion/modification of lab facilities is not feasible in the current economic circumstances. Also, while some small-group tutoring occurs, students seem to prefer and benefit more from one-on-one attention. Therefore, the focus should be on how to accommodate more one-on-one tutoring rather than reducing it. Such expansion/modification was included in the initial plans for the new library (discussed a few years ago) that is to be built sometime in the unforeseen future. Perhaps by then the needs of both students and Learning Services will have changed in a way that makes the new accommodations suitable to those needs. | | | | | | |

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**

Discuss what you do well in your program/department.

The Learning Services Department provides adequate facilities to meet instructor and student needs for access to computers, and provides competent tutoring for most classes offered at IVC. The facilities and services in the instructional labs within the department are used regularly by both whole classes and individual students.

The recent “computer refresh” for the 2600 building has enhanced our ability to provide instructors and students with up-to-date technology and software.

1. **Weaknesses**

Discuss areas in your program/department that need improvement.

Being able to hire more tutors who are competent in a wider field of study would enhance the department’s contribution to student success.

The use of room 2610 (the Business Lab) as a classroom for several classes throughout the week limits the amount of room and number of computers we can make available to instructors and students. The Business Lab is not part of Learning Services, but the room is within a Learning Services building and so its use as an open lab is regulated by Learning Services.

1. **Opportunities**

Discuss opportunities for program improvement.

As a response organization, Learning Services has no official “program.” Possible opportunities to improve the facilities and services we make available to teachers and students are related to enhancements discussed in the program review—i.e. hiring more tutors and equipping tutors with tablets.

1. **Challenges**

Discuss obstacles/barriers that may influence program improvement.

The primary obstacle to improving Learning Services facilities and services is a lack of funds. When California’s financial crisis began a few years ago, we had to reduce personnel and services in order to work toward stabilizing the school’s finances. The continued lack of funds has kept us operating at a reduced capacity.

In addition, the school’s new policy on student employment will hamper our ability to maintain a sufficiently trained and effective tutoring staff. Limiting the duration of a student’s employment with the school to two years means that just when a tutor is thoroughly trained and has sufficient experience to be able to function effectively and with minimal supervision, we have to replace them with a brand new tutor who needs to be trained and to gain experience in order to function effectively. We will become a tutor training center rather than a tutoring center, and our benefit to students will be reduced. The only ones who will benefit from the time and expense we invest in the tutors is the employer who hires them after we have trained them.

1. **Program changes**

What program changes, if any, do you expect to have a positive effect on students?

As a response organization, Learning Services has no official “program.” Any changes in our facilities and tutoring services will, as always, be dictated by needs identified by the instructors, programs, and students who use our services.

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

The future goals identified in last year’s program review continue to be targets. Maintaining a sufficient tutoring staff, complementing the tutoring staff in the SSC in order to accommodate more students, and equipping SSC tutors with tablets to enable them to help students whose assignments require the use of computer programs would bring the greatest immediate improvement to our service to students.

**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.**

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| **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:**  Contribute to student success in the Reading/Writing/Language Lab and Study Skills Center. | | | | | | | **1 Mission & Effectiveness**  **1.1  1.3**  **1.2  1.4**  **X 2 Student Learning Outcomes**  **X 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:**  Maintain a sufficient number of tutors in the Reading/Writing/Language Lab and Study Skills Center to accommodate the typical number of students who seek tutoring. | | | | | | |
| **RESOURCE PLAN**  (Check all that apply.)  Facilities  Marketing  Technology  Professional Development Staffing | | | | | | |
| **Task(s)** | | | | | | |
| **A.** Analyze data on present student usage of tutors and unmet demand for tutors.  Monitor need for tutors via the Starfish Student Support system. | | | | | | |
| **Timeline:** Fall 2015 | | | | | | |
| **Expense Type** | | | | **Funding Type** | | **Budget Request** |
| One-Time  Recurring | | | | General District  Categorical (Specify) | | **$\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| B. Hire the equivalent of 12 tutors working 20 hours per week for 38 weeks per year @ $10 per hour. | | | | | | |  |
| **Timeline:**  Spring 2016 | | | | | | |  |
| **Expense Type** | | | **Funding Type** | | **Budget Request** | |  |
| One-Time  X Recurring | | | X General District  Categorical (Specify) | | **$90,000.00** | |  |
| **How will this objective be measured?** Comparison of application records, tutor schedules, and tutor pay rates. | | | | | | | |
| **How will the completion of tasks identified improve work efficiency, reduce costs, or improve student success?**  Having enough tutors to assist students who request tutoring will keep the number of tutors down to only the number that is necessary, prevent overspending on unnecessary tutors, and help as many students as possible succeed in their classes. | | | | | | | |
| **Who are the responsible party(ies) and assigned user(s)? Responsible:**  Josue Verduzco, Learning Support Services Coordinator; and Terry C. Norris, Tutorial Specialist. | | | | | | | |
| **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. | | | | | | | **INSTITUTIONAL GOAL(S)**  (Select one primary institutional goal) |
| **2** | | **2015-2016 PROGRAM GOAL #2**  Budget Priority #1 | | | | | **INSTITUTIONAL GOAL(S)** |
| **Identify Future Global Goal:** Improve tutor efficiency in the Study Skills Center. | | | | | | | **1 Mission & Effectiveness**  1.1  1.3  1.2  1.4  X **2 Student Learning Outcomes**  X 2.1  2.4  2.2  2.5  2.3  2.6  X **3 Resources**  3.1  3.4  X 3.2  3.5  3.3  **4 Leadership & Governance**  4.1  4.4  4.2  4.5  4.3 |
| **Objective:** Provide tutors with tablets to be used as instructional aids in tutoring students whose work requires up-to-date technology to complete (i.e. math). | | | | | | |
| **RESOURCE PLAN**  (Check all that apply.) | | | | | | |
| Facilities  Marketing X Technology  Professional Development Staffing | | | | | | |
| **Task(s)** | | | | | | |
| 1. Review requirements for classes that require technology for completing assignments and what programs are required for that work; research which tablets and configurations would meet the need and how much they cost; review registration lists to determine how many students, on average, attend those classes; and review tutors and their qualifications to determine how many tutors would be helping students with that work. | | | | | | |
| **Timeline:**  Fall 2015 | | | | | | |
| **Expense Type** | | | | **Funding Type** | | **Budget Request** |
| One-Time  Recurring | | | | General District  Categorical (Specify) | | **$ none** |
| **B.** Purchase 12 tablets. | | | | | | |
| **Timeline:** August 2015. | | | | | | |
| **Expense Type** | | | **Funding Type** | | **Budget Request** | |
| One-Time  X Recurring | | | X General District  Categorical (Specify) | | **$4,500.00** | |
| **How will this objective be measured?** Tutors will begin using tablets in tutoring sessions with students. | | | | | | | |
| **How will the completion of tasks identified improve work efficiency, reduce costs, or improve student success?**  Enabling tutors to assist students with technology-related assignments would improve tutor efficiency and, therefore, student success. | | | | | | | |
| **Who are the responsible party(ies) and assigned user(s)?**  Josue Verduzco, Learning Support Services Coordinator; and Terry C. Norris, Tutorial Specialist. | | | | | | | |