2014-15 Annual Program Review Update

Department/Unit: Learning Skills Department
Names of all participants: A. Adeleye, Joyce Allen, MaryAnne DesVignes, Robert Vangor

Date(s) of meetings:

Preliminary Steps: Assessment and Analysis of Data

The results of your analysis and discussions in parts 1-4 should be used to help you update or revise your existing unit planning objectives, or create new planning objectives.

Part 1: Analysis of Unit Progress Towards Institutional Priorities

1. Have there been any changes in the status of your program(s) in the past year?

   a. Have new programs been created or modified by your unit (yes/no)? Yes
   b. Have activities in other programs impacted your unit (yes/no)? Yes

   If you responded yes to either of the above, describe the changes: During the 2013-2014 academic year, the Academic Senate’s EPPIC was directed by the Chief Instructional Officer of the college to conduct a program viability study on the department. At the close of the 2013-2014, the Academic Senate and college administration approved two sweeping recommendations that will subsequently significantly alter the department's programs, services, course offerings, and instructional methodology.

   The committee's final recommendations were as follows:

   1. That the department revise its existing mission as stated in its existing comprehensive program review
   2. That the department redesigns its programs and services to establish direct pathways into the English/ESL and Mathematics departments in an effort to improve associate degrees and certificate completions.

To complete sections, review the comparative data sets from 2012-13 and 2013-14.

2. Examine the available data sets. Explain any identifiable trends in each area. What steps will your unit take to improve in the following areas?

   For academic units:
   - Course fill rate:
     o Trends: The department continues to maintain high enrollment figures--2012-20131 (4,402/3,616) and 2013-20141 (4259/3137)--and contributes significantly to the colleges' annual FTES targets.
     o Steps for improvement: In an effort to avoid scheduling conflicts, the department will collaborate with the non-credit, English/ESL, and mathematics departments to schedule its course offerings in conjunction with their departmental offerings, resulting in increased enrollment in the department.
   - Average section size: Data from the "Enrollment, Limit and Number of Sections by
Department and Discipline 2012-13 and 2013-14” issued by the OIE indicates that the department has an average section size of 23.4 which appears to be standard with the college average.

- Trends: Noticeably, the department has demonstrated a significant decline in its section offerings; however, its enrollment has remained steady, suggesting that the department has become increasingly efficient in its practices as well as many of its newly implemented measures to provide individualized instruction.
- Steps for improvement: Most importantly, delivering instruction in an individualized setting has many variables, but most importantly are the following:
  1. Add additional adjunct sections to the department’s core offerings--Learning Skills 1ABC (Reading), 2ABC(English Fundamentals), 3ABCDE (Vocabulary Development), 10ABC (Math Fundamentals), and 11ABCDE (Elementary Algebra)
  2. Implement group-enrollment sessions to optimize student enrollment materials and course orientation sessions
  3. Replace classified "Language Skills Instructional Assistant" position vacated in the Summer, 2014 due to an unexpected death
  4. Redesign departmental instructional laboratories to accommodate 35 students/class session; existing student classroom capacity is 18 in the Reading Laboratory and 22 in the Math Laboratory
- In-course success rate: The department’s in-class success rates varies significantly with its core classes--LS 1 -- Reading (59%/Fall and 53%/ Learning Skills 3 -- Vocabulary (78%/F11 and 65%/Sp12; LS 6 -- Study Skills 75%/F11 and 60%/Sp12; LS 10 - Math Fundamentals (55%/F11 and 48%/Sp12; LS 11 Elementary Algebra 63%/F11 and 58%/Sp12.
- 48% is the department's current in-class success rate, that is, when its non-core course success rates are factored into the overall average. When compared to other departments, this figure is dismal; however, there are several reasons that directly influence its overall success rate.
  1. The department is an open-entry/open-exit department, where students may enroll from the first week through the twelfth week in any of its courses, yet the course completion requirements remain consistent. All students must complete the same course content requirements in order to receive a "Pass" for the course.
  2. Many on-campus departments refer student to the department in an effort to reach a full-time student status to qualify for special financial programs, services, and stipends--such as EOPS, Financial Aid, TRIO, CALWORKS, etc., and these later-enrolled students demonstrate no willingness or intent of completing the courses
  3. Students who enroll in our core curriculum--Reading, Vocabulary, Study Skills, Math Fundamentals, and Algebra--demonstrate a measureably higher successful completion rate
- Trends: The department has demonstrated a slight decrease in its success rate from its last comprehensive program review from Fall 2007 - Fall 2011, where the department was given on "1" on the rubric, and several factors may have contributed to its efforts to improve the departmental success rates. Nonetheless, significant improvement, that is, a success rate that measures in comparison with the overall campus success rate (75%) remains elusive. The factors that have directly negatively impacted the department’s efforts to improve are as follows:
1. A significant decrease in both full-time and adjunct instructors. The department lost one full-time faculty member to an unexpected retirement, one classified Language Skills Instructional Assistant to an timely death, 15 adjunct sessions, and 25 student tutors from Fall 2012 through Fall 2014, which has devastated the instructional offerings, teaching opportunities, and student engagement in learning required of an individualized instructional program.

2. The department has suffered catastrophic economic cuts—primarily in instruction and tutorial support, which both contribute greatly to the department’s success in providing basic skills instructional support to underprepared students.

3. The inadequacy of the department’s facility inhibits a student-centered learning environment, which, also, contributes to student lack of instructional engagement and subsequent successful completion of a particular class.

4. The understaffed instructional setting places additional demands on contract faculty, who are unable to serve the unchanging number of students demanding services from the department.

Steps for improvement:

There are a number of measures the department has implemented to reverse the below-average success rate:

1. Implementation of orientation sessions apprising students of the basic skills financial aid limitations, the state and federal law basic skills limitations, the departmental course requirements regarding attendance, course content progress, departmental pre/post modular testing, SLO completion, and final testing requirements.

2. Monitoring section student enrollment and closing class sections when class limits are exceeded by 10;

3. Providing additional adjunct professors to assist contract professors in delivering individualized instruction.

4. Design specific laboratory hours for Learning Skills classes, namely Reading (MW 9-10:30), Vocabulary (MW 10:30-12:00), Study Skills (MW1-2:30), etc., to better serve students working on similar skills.

State-approved degrees awarded: None

Trends:

Steps for improvement:

State-approved certificates awarded: None

Trends:

Steps for improvement:

WSCH/FTEF: Fall 2012: 551.74

Spring 2013: 594.17

Fall 2013: 637.75

Spring 014: 503.14

Trends: The WSCH/FTEF in the department fluctuates; however, the dramatic change from Fall 2013 to Spring 2014 is due, in part, to the loss of 22 sections of adjunct and 25 student tutor funding positions.

By not providing instructors or instructional support, students enrolled in the department lose confidence in the ability to be adequately served and their needs met appropriately.

Steps for improvement:

The department is requesting that at least 10 additional sections of adjunct
instruction be added to its budget in an effort to compensate for the significant loss it has suffered from retirements and deaths.

- Ratio of hours taught by FT and Adjunct: Fall 2012 18.39
- Spring 2013 19.81
- Fall 2013 21.26
- Spring 2014 16.78

- Trends: The department, although basic skills instruction is most importantly essential to college success, has been severely decimated over the last two years; now, in fact, the full-time faculty members now teach 84% of all the classes taught in the department.
- Four full-time faculty members serving 2,000 students/semester averages 500 students/instructor, which is far more demanding that a traditional classroom instructor's load.
- Steps for improvement: The steps identified below include the following:
  - 1. Continue to request additional adjunct instructional support
  - 2. Appeal to specially-funded programs to collaborate on issues providing tutorial support
  - 3. Limit the number of students who may enroll in Learning Skills courses
  - 4. Limit the number of Learning Skills courses taught each semester.

- Progression to next course/level (for Math and English only):
  - Trends:
  - Steps for improvement:

For CTE units:
- Job placement/post training¹:
  - Trends:
  - Steps for improvement:
- Licensure/certification exam results¹:
  - Trends:
  - Steps for improvement:

For student services units:
- Compliance with SB1456
- Assessments:
  - Trends:
  - Steps for improvement:
- Orientations:
  - Trends:
  - Steps for improvement:
- Educational plans:
  - Trends:
  - Steps for improvement:
- Student-centered data sets:
  - Trends:
  - Steps for improvement:
- Service-centered data sets:
  - Trends:
  - Steps for improvement:

¹ Use data shared with accreditors or compiled internally. Indicate source of data.
For administrative services units:

- Faculty/staff and student survey results:
  - Trends:
  - Steps for improvement:

Notes:
Part 2: Outcomes Assessment

The goal of this part is to write a unit planning objective that documents your unit’s progress towards completing your 5-year Outcomes Assessment Plan.

- For Academic Affairs units: compare your unit’s actual 2013-14 assessment activity with that in your 5-year Outcomes Assessment Plan that was approved by the SLO&A Committee. (If your plan is not uploaded in this folder, check the “Assessment Plan Progress Chart.” A template for the plan is also available in this folder. To review your unit’s assessment activities for 2013-14, click here.)

(Answer only those that apply to your unit)

1. Was your 5-year Outcomes Assessment Plan approved by the SLO&A Committee (yes/no)? yes
   a. If not, what is your plan to complete the plan?

2. Were all courses assessed that were supposed to be assessed (yes/no)? Yes
   a. Were action plans written (yes/no)? Yes
   b. If not, what is your plan to complete these steps?

3. Was at least one program outcome assessed for each certificate and degree (yes/no/NA)? N/A
   a. Were action plans written (yes/no)? Yes
   b. If not, what is your plan to complete these steps?

4. Was at least one program outcome assessed for your administrative or student service unit (yes/no)? Yes
   a. Were action plans written (yes/no)? Yes
   b. If not, what is your plan to complete these steps?

Now create a new Planning Objective:
- Improvement plan description: “Complete 5-year course outcomes plan” or “Complete plan for future outcomes assessments”
- Goal: “Student Success”
- Objective: “5-year course assessment plan completion”
- Status:
  o If you answered “yes” to all of the above questions, mark the status of the improvement plan as “In progress”
  o If you have a 5-year Plan but answered “no” to any of the other questions above, the status will be “Started”
  o If you do not yet have a 5-year Plan, the status will be “Not started”
- Action plans: Describe how you will get your outcomes assessment plan approved and how you will complete all the course and program assessments.
- Anticipated improvement: “Follow the 5-year course outcomes plan towards 100% completion of all course and program assessments.”

Notes:
Action Plans:
1. The department will continue its currently approved 5-year assessment plan as indicated towards 100% completion of all its courses.

2. The department will continue to use its assessments to revise, improve, and redesign its currently existing courses.
Part 3: SWOC Analysis

To complete this section:

- As part of an internal review of any changes, trends, or discussions that took place in the following areas—and using the data trends identified in part 1—identify your unit’s Strengths, Weaknesses, Opportunities, and Challenges (SWOC). Consider such areas as labor market trends, advisory board/professional organization recommendations, discipline trends based on your professional expertise, pedagogical trends, and other external demands or trends such as legislative mandates or policies.
- **Make sure to consider your SWOC analysis in terms of how your unit can help the institution meet its priorities**.

### Strengths:

Given the department has undergone significant changes—resources, facilities, instructional support, tutorial support—several strengths are clearly identifiable:

1. A unique basic skills program that directly addresses the individual needs of underserved, underrepresented, and underprepared student populations who demonstrate severe deficiencies in the areas of language arts and mathematics.

2. A qualified, well-trained, culturally sensitive, diverse faculty with average teaching experience working with basic skills students of over 30 years for each faculty member.

3. The opportunity to redefine, redesign, and reaffirm the department’s commitment to assist underprepared students to successfully matriculate through the college’s myriad associate degrees and certificates.

4. A sincere commitment to collaborate with other departments—English/ESL, Math, non-credit—to facilitate the process of more rapidly preparing students with basic skills needs to progress, advance, transfer, graduate, and/or receive certificates of study.

5. An extremely high enrollment average that contributes immensely to the college’s FTES annual

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**Goal 4: Resources:** Provide human, physical, technological, and financial resources to efficiently and effectively implement educational programs and college services.

**Objective R4:** Ensure that the budget is balanced and achieves maximum efficiency.

**Goal 1: Access:** Improve equitable access and help students attain early educational momentum points to assure academic success

**Objective A2:** Ensure that students build early momentum towards success by accessing key programs, courses, and services in their first year of enrollment.

**Objective A3:** Increase the number of first time college students who enroll directly from local feeder high schools.

**Goal 2: Student Success:** Help students attain their academic and career goals by strengthening effective teaching and learning in a learner-centered educational environment and increasing equity in the achievement of these outcomes.

**Objective S1:** Increase the number of students who successfully achieve their academic and career goals.

**Objective S2:** Improve rate at which students complete basic skills English and Math.

**Objective S3:** Increase equity in student outcomes.
targets and projections.

6. Individualized, diverse, instructional materials and instructional delivery systems to address the individualized learning modalities of all students.

7. Well-trained student tutors who are paraprofessionals assisting faculty in addressing student instructional needs.

Weaknesses:

With a more conservative philosophy prevailing at the District, local, state, and federal levels regarding the responsibility to educate underprepared populations, the weaknesses of the department focus on a variety of issues:

1. Inadequate staffing prevents individualized learning from being successful
2. Excessive class sizes place immeasurable demands on individual faculty members
3. Lack of funding, instructional resources, and human resources directly prevents the department from fulfilling its responsibility to provide a quality instructional program and learning environment
4. Outdated instructional materials reflect an obsolete attitude about basic skills instruction
5. Restrictive class offerings—no Winter Intersession or Summer Session offerings—prevent students from adequately preparing for the rigors of study in the traditional Fall and Spring semesters.
6. Annual Lack of consideration for funding opportunities for books, supplies, printing, desks, computers, software by the campus budget committee.

Opportunities

1. To redesign and revise a successful basic skills curriculum that directly addresses student needs.
2. To evaluate the department’s successful programs and enhance those through SLO assessments and evaluation
3. To work professionally and efficiently with other departments to establish clear pathways for basic skills proficiency
4. To have the opportunity to explore basic skills methodologies and instructional techniques that have demonstrated clear, sustainable results
5. To design new and challenging curriculum that is in tandem with the basic skills demands of other disciplines with specialized needs for English and Math proficiency

Challenges:

1. To persuade the District, local, state, and federal governments from abandoning basic skills education to the underprepared is not a solution for economic recovery
2. To successfully demonstrate at the college level the importance of adequately funding a basic skills department at a level that promotes successful matriculation of program completion through additional adjunct faculty, additional course sections, increased tutorial funding, adequate instructional materials and equipment, and, finally, a learning environment that fosters an instructional delivery method.
3. To effectively establish a code of mutual respect and support among all departments campus-wide for the needs a basic skills instructional department

*As you are working on this section, consider whether you need to update existing planning objectives or create new planning objectives, and if you will require additional resources to support those planning objectives.*
Notes:
Part 4: 2013-14 CPR Non-compliance

1. Check if your unit is on the non-compliance report at the end of this document, which lists those units that did not write planning objectives in all the required areas as part of the 2013-14 CPR. (The requirements were: (a) three plans, with at least one addressing an ESMP goal; (b) a plan to address any area in which your unit was below the college median; (c) a plan including action items from your 2012 CPR SLO Assessment)
2. If you satisfied all the requirements, you are done with this part
3. If you have not satisfied all the requirements, use your analysis from parts 1-3 to create appropriate unit planning objectives to address the areas of concern.

Write the names and numbers of any new planning objectives here:
Although the department is not on the non-compliance report, it is essential that the department addresses that its mission, purpose, design, and delivery are under current revision, and subsequently its 2012-2013 CPR planning objectives have been accomplished and successfully completed; consequently, new planning objectives in compliance with the college’s j2014-2015 Educational Strategic Master Plan priorities have been identified as follows:

Planning Objective #1: (Goal 2: Objective S-2)
Redesign, redefine, and re-evaluate the department’s core curriculum of Learning Skills Reading, English Fundamentals, Study Skills, Vocabulary, Math Fundamentals, and Algebra

Planning Objective #2: (Goal 2: Objective S-2)
Design a clear, coherent, obtainable basic skills remediation pathway that leads directly into the English/ESL and Mathematics departments.

Planning Objective #3: (Goal 1: Objective A-2)
Pursue a permanent facility that adequately addresses the needs of basic skills students and considers the instructional delivery demands on basic skills instructional faculty.

Planning Objective #4: (Goal 1: Objective A-3)
Create collaborative projects with outside educational facilities to improve basic skills students prior to college enrollment.
If you are not able to write required planning objectives now, explain why and what steps you will take to complete the requirements:

Notes:
On the CPR Rubric the department in the lower quadrant in the areas identified:

ACCESS:
   Course fill rate: "1"
The department has an exceedingly high class limit size of "60", and its core courses--typically Learning Skills 1, 3, 6, 10, and 11--surpass the limit; however, with limited human resources, the department has begun to reduce all class limits to "40", which will have a significant impact on the department’s overall course fill rate.
Percent of Sections that are Evening/Weekend

One of the department's primary goals in the last program review was to offer additional evening sections; nonetheless, with the tremendous cuts in staffing and staff support, scheduling evening sections placed additional stress on faculty working during the morning and early afternoon. Also, these evening sections were poorly attended with less than 10-15 students in attendance. Consequently, evening sections at this point cannot be offered.

Success

The department's success rate is influenced by a number of factors--campus policies, open-entry/open-exit practices, lack of resources, and poor staffing. Given the recommendations of the Academic Senate's Program Viability Report, the department will be addressing measures for improving its success rate standing.

Accountability

Average FTES/FTEF Fall 2007-2011
The department's FTES/FTEF has declined measureably, so it is assumed that the Learning Skills department will not longer remain in the lower quadrant of the rubric.

P/T Faculty have completed FLEX obligation
All faculty members--contract and adjunct--have completed their FLEX obligation as indicated in the records maintained in the Staff Development Office.

1.
Part 5: Unit Planning Objectives

Use the results of your analysis and discussions in parts 1-4 to help you update or revise your existing planning objectives, or create new planning objectives.

1. **Mandatory: Update all existing planning objectives**
   - Update status and align with a measure from the Educational and Strategic Master Plan (ESMP)
   - Use the ‘improvements’ section to indicate improvements and document any actions that were completed
   - Address any validation recommendations
   - If necessary, you can also update the goal, action plans, timeline, people responsible

2. **Mandatory: Create a 5-year Outcomes Assessment Plan objective**
   - Document the status of your SLO 5-year Outcomes Assessment Plan

3. **Optional: Create new planning objectives**
   - Write a new plan if the data, SWOC, or other analysis identified a need for a new plan. You must specify a measure and the source of analysis.
### Non-compliance Report

#### Requirements from the Comprehensive Program Review:

(a) Three plans, with at least one addressing an ESMP goal

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</table>
**A plan to address any area in which your unit was below the college median**

As part of the CPR, instructional disciplines were required to provide a planning objective if a program fell below the College median on a measure.

**A plan including action items from your 2012 CPR SLO Assessment**

<table>
<thead>
<tr>
<th>Division</th>
<th>Unit</th>
<th>Number of planning objectives aligned with ‘CPR SLO Assessment’</th>
<th>Meets Requirement?</th>
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Exit Checklist

Check that you completed the following:
☒ Worked collaboratively with members of your unit to complete the program review
☒ Used your comparative data set analysis to update existing planning objectives (status, timeline, changes to your measure, and improvements) and/or write new planning objectives
☒ Used your SLO analysis to write new planning objective(s) and update existing planning objectives (status, timeline, changes to your measure, and improvements)
☒ Used your SWOC analysis to update existing planning objectives (status, timeline, changes to your measure, and improvements) and/or write new planning objectives
☒ Reviewed the Non-compliance Report
  ☒ Have at least three planning objectives
  ☒ Have at least one SLO planning objective
  ☒ Have planning objective(s) to address any college priority area in which your unit was below the college median in 2012-13
Dean/manager validation and EPPIC comments  (pending approval)

A. Dean/manager validation:

a. Analysis.

- Did the unit complete all the steps on the Exit Checklist (yes/no)? Yes
- Is the unit making progress towards each existing planning objective (yes/no)? Yes
- Is each planning objective resulting in measurable change (yes/no)? UNK
  - If not, did the unit change the planning objective or create a new planning objective (yes/no)?

b. Recommendations:

  c. Recommendations for unit improvement and recommended next steps. The Learning Skills Department is in the process of reevaluating their mission in light of a viability study. Planning objectives at this point would be unclear as their mission will also be dependent upon the English, Math, and Non-credit departments.

  d. Did you meet with the unit to discuss your analysis (yes/no)? Yes
  - Did the unit make changes to their program review as a result (yes/no)? No

B. Comments from EPPIC: