



PROGRAM

REVIEW

*RESOURCE
GUIDE*

Six-Year Review

Academic and Vocational Programs

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SECTION 1

DEFINITION OF PROGRAMS,
PURPOSE AND GOALS, TIMELINES,
ASSIGNMENT OF RESPONSIBILITIES,
CHECKLIST

Definitions of Program

INSTRUCTIONAL: a grouping of courses leading to defined objectives such as, but not limited to, a degree, certificate, diploma, license, or transfer. (From LOAC committee modified by Academic Senate in *Program Vitality Policy*.)

STUDENT SERVICES: a teaching and learning center or department that facilitates student success by providing instructional strategies, services and resources for academic success. Student support programs assist students in overcoming the varied factors in life that may disrupt their education and negatively impact their overall success.

ADMINISTRATIVE SERVICES: Administrative programs are identified as

Public Affairs and Publications

Information Technology Services

PCPA-Auxiliaries

Office of Vice President, Academic Affairs

Office of Vice President, Student Services

Office of Vice President, Administrative Services

Office of Vice President, Facilities and Operations

Allan Hancock College Foundation

Business Services

Human Resources

Institutional Research and Planning

Plant Services Campus

Police Institutional

Grants

The Extended Campus

Auxiliary Accounting Services

Campus Graphics

Bookstore (according to Board Policy 3255)

PROGRAM REVIEW PURPOSE AND GOALS

Program review is the process through which constituencies (not only faculty) on a campus take stock of their successes and shortcomings and seek to identify ways in which they can meet their goals more effectively. It is important to note here that the task of identifying evidence-based successful practices, and sharing these practices college-wide, is far more important than the negative perspective of trying to ferret out ineffective practices. Program review should model a miniature accreditation self-study process within a designated area of the college. This work should guide the larger work of the institution, providing the basis for the educational master plan and the accreditation self-study as well as guiding planning and budgeting decisions. The review should be a candid self-evaluation supported by evidence, including both qualitative and quantitative data. It should honestly document the positive aspects of the program and establish a process to review and improve the less effective aspects of a program. A well developed program review process will be both descriptive and evaluative, directed toward improving teaching and learning, producing a foundation for action, and based upon well-considered academic values. A major function of program review should be to monitor and pursue the effective alignment between the mission and priorities of the college and the actual practices in the program or service under review.

When it is linked to budgeting, planning, and other processes to carry out its recommendations, program review can contribute to fair and transparent institutional processes. The program review self-study allows for the people with the greatest level of expertise in a particular program to examine and scrutinize the program for effectiveness in serving students and achieving educational excellence.

GOALS:

- x Recognize excellence in educational and support programs.
- x Advance the mission, vision, goals and objectives, and learning outcomes of the institution.
- x Integrate program review with the planning, assessment, and budget/resource allocation processes of the college.
- x Strengthen programs through self-study and self-improvement.
- x Foster cooperation and communication between programs and services.

PROGRAM REVIEW TIME LINE

FALL SEMESTER - Self-Study Process

2 nd week of September	<ol style="list-style-type: none"> 1. Department chairs/self-study team members meet with vice president, academic affairs -distribution of support information, discussion of review procedure. (Department Chairs meeting) 2. Self-study procedure begins. Self-study team members begin work on study and discussion of student data collection.
1 st week of October	<ol style="list-style-type: none"> 1. Type of student data collection to be used sent to dean for approval (if not completed during the preceding semester).
2 nd week of October	<ol style="list-style-type: none"> 1. Names of validation team members submitted to dean for approval. 2. Department chairs/deans, self-study team members, director of Institutional Research and Planning, and vice president/academic affairs meet to discuss questions/problems
1 st week of November	<ol style="list-style-type: none"> 1. Student data collected (if not done the previous semester). 2. Academic deans meet with self-study teams (or designee of each team) to determine progress being made and assist as necessary.
1 st week of December	<ol style="list-style-type: none"> 1. Draft of self study, complete with Plan of Action - Pre-Validation, exhibits and appendices forwarded to dean for review/suggestions. 2. If the draft is not complete as of this date, the academic dean will meet with self-study teams (or designee of each team) to determine progress being made and assist as necessary to ensure completion date is met.
2 nd week of December	<ol style="list-style-type: none"> 1. Final self-study packet completed. Validation team meetings have been scheduled. 2. One copy should be forwarded from dean to vice president, academic affairs (working copy).

SPRING SEMESTER Validation Team Process

3 rd week of January through end of March	<ol style="list-style-type: none"> 1. All validation team meetings held - final summary meeting held and executive summary report written (self-study members, validation team, and vice president/academic affairs).
By beginning of April	<ol style="list-style-type: none"> 1. Plan of Action-Post Validation report approved by all self-study team members and shared with department.
By end of 2 nd week of April.**	<ol style="list-style-type: none"> 1. Review complete; copies submitted to department and dean for institutional prioritization process to occur at each level the following fall.

These are final dates for the specified activity.

SPRING SEMESTER Annual Update Process

By Feb. 1	<ol style="list-style-type: none"> 1. Review the last Final Plan of Action-Post-Validation with program faculty and academic administrator, noting progress. Review annual update process and procedures.
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Feb. 1 through end of March	2. Collect and analyze data since the last comprehensive program review and/or annual update, including SLOs/assessment data. Review changes in the program and note significant new funding needs. Complete draft.
End of March through 2 nd week of April	3. All program faculty review the update; forward copy to dean for feedback.
By end of 2 nd week of April.**	4. Update completed; copies submitted to department and dean for institutional prioritization process to occur at each level the following fall.

PROGRAM REVIEW/ASSIGNMENT OF RESPONSIBILITIES

<u>Responsibility of:</u>	<u>Task:</u>
Department/Dean	Notify discipline(s) to be evaluated (in accordance with schedule). Select validation team members based on team's recommendations.
Self-Study Team	Prepare self-study and assessment plan, student data collection, review of statistical data and course outlines, plan of action - pre-validation, and any other materials included that are not otherwise provided as appropriate to the discipline/program. Participate in the preparation of the executive summary report. Prepare final plan of action – post-validation
Department	Review completed self-study, assessment plan, plan of action – post-validation, and other ancillary material. Attach any dissenting opinions. Produce final packets (4) of review, including executive summary and plan of action – post-validation. Keep a copy and forward to dean, institutional research, and vice-president, academic affairs.
Dean	Send letter of confirmation of appointment to validation team members. Assist in the self-study process as needed to ensure timely completion. Coordinate initial meeting of self-study team members and all meetings of validation team members. Distribute executive summary to validation team members and self-study team members for review. Distribute plan of action – post-validation to department for final compilation of packets. Follow up with department annually to review final plan of action-post validation to facilitate annual update process.
Articulation Coordinator	Prepare articulation information and post to appropriate web site or the coordinator will furnish paper copies to self-study team.
Institutional Research & Planning	Prepare statistical data and information to provide to self-study team or post on the appropriate web site. Assist faculty with the development and production of student survey. Compile the results of student survey. Provide assessment data and assistance with interpretation of data if needed. Post self-study and post-validation final plan of action on the AHC website.
Vice President, Academic Affairs	Prepare and distribute list of programs to undergo review. Maintain three-year calendar of all program review dates (completed, pending, and upcoming) . Maintain online manual and materials (in consultation with academic senate). Provide orientation to process for self-study team members. Present reviews to superintendent/president and disseminate to other institutional bodies.

Check off each item as completed.

Course Review completed (during the preceding semester)

Student data collection completed (if not done during the preceding semester)

Have you developed focus groups, questionnaires or SGIDs that will provide you with data that can be used for validation in the self study?

Validation team selection completed

Is your team consistent with the requirements of board policy? Is the team membership comprised in such a fashion as to provide you with objective input and are members qualified to analyze your self study?

Self-study responses completed and packets completed

Have you addressed each of the questions as fully as possible? Have you used statistical data provided by the college and obtained through student input to support statements in your self study?

Is there sufficient narrative and data contained in the self study to support each of the items on your plan of action? Have you included all components of the review packet as may be appropriate to your program (see Sample Table of Contents). Have you included your updated *Assessment Plan*?

First validation team meeting set

Second validation team meeting set

Post-validation plan of action written

Plan approved, final packets completed

Stipend form signed

Self-study questions and post-validation final plan of action posted at IR website

SECTION 2

SELF-STUDY QUESTIONS

AND

FORMAT

SAMPLE

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PROGRAM REVIEW

Status Summary - Plan of Action-Post Validation

During the academic year, 2020-2021, completed program review. The self- study and validation teams developed a final plan of action-post validation based on information in the self study and the recommendations of the validation team. For each plan, indicate the action taken, the result of that action, and the current status of the plan, if it is incomplete.

(If any plan was made and action not taken, please state the rationale for not pursuing that particular item.)

PLAN OF ACTION

ACTION TAKEN , RESULT AND STATUS



Allan Hancock College Program Review

2020-2021 Comprehensive Self-Study

Program review is intended to be a reflective process that builds on the extensive qualitative and quantitative data gathered from not only program reviews and annual updates but also the office of Institutional Research and Planning. The process lays out the program's major directions for the future and is the foundation for institutional planning and resource allocation. (Place your responses in the expandable text boxes below each question.)

I. Program Mission (*must align with college mission statement*)

- x For all programs, describe the need that is met by the program or the purpose of the program , and explain how it aligns with the college mission and strategic plan.
- x For CTEA programs only, show that “the program does not represent an unnecessary duplication of other vocational or occupational training programs in the area.”

Sample: *The Health, Physical Education, and Recreation Division is committed to providing excellent education opportunities to our students for their affective, cognitive and psychomotor development as they pursue sport, recreation, physical education, health education and wellness. We will encourage our students to further and sustain their individual endeavors toward the regular, lifelong pursuit of physical activity and a healthy lifestyle.)*

The Academic Resource Center houses the Open Access Computer Lab, Tutorial Center, and Writing Center. The goal of the ARC is to provide academic support to all AHC students to help them successfully complete their coursework. The ARC's services align with several goals from the college's strategic plan: Goal SLS2: *To support student access, achievement, and success*; Goal SLS4: *To foster students' motivation and help them develop the skills needed to achieve their goals*; Goal SLS6: *To actively involve students in meaningful and authentic educational experiences and activities inside and outside the classroom*. The ARC's services support the college's mission to create an educational environment that values equity and diversity and

engages students in an inclusive learning environment.

Open Access Computer Lab (OACL): The mission of the Open Access Computer Lab is to provide a welcoming environment to support students, faculty, and staff from all academic programs by providing access to technology, including Internet access, Office technology, department software, and assistance with computer use. The OACL strives to meet the computing needs and supports the academic success of all AHC students.

Tutorial Center: The mission of the Tutorial Center is to assist students in successfully completing their courses by providing free group and one-on-one tutoring in most academic subjects and academic study skills. All AHC students (credit and noncredit) are eligible to receive tutoring. The Tutorial Center believes that the main goals of tutoring are to promote independent learning, personalize instruction, and facilitate tutee insights into their learning process. If successful, tutoring will help a tutee to become a more independent learner. Tutoring supports the college mission to provide support services that help students achieve their educational goals.

Writing Center: The Writing Center provides one-to-one reading and writing instructional assistance for all students at AHC. Writing Center faculty tutors work collaboratively with students while focusing on writing as a recursive process and addressing writing concerns in context. The Writing Center aspires to offer a safe and welcoming space, an environment that empowers student writers, respects individual strengths and weaknesses, and encourages active participation in the writing and reading process with the goal of creating better and more confident writers. The Writing Center supports the college mission to provide support services that help students achieve their educational goals.

Distance Learning: The mission of Distance Learning at Allan Hancock College is to provide quality online instruction that offers our students convenient, flexible opportunities to enhance learning in multiple modalities and styles that aid our diverse student body in achieving their educational goals.

II. Progress Made Toward Past Program/Departmental Goals

Summarize the progress the discipline has made toward achieving its goals during the past six years. Discuss briefly the quality, effectiveness, strengths and **struggles of the program and the impact on student success** as reflected in past comprehensive program reviews and Annual Updates.

Progress:

The **Academic Resource Center** has made the following progress toward achieving the goals outlined in the comprehensive review action plan and 19-20 annual update:

- Hired ARC faculty coordinator (spring 2018).

- Identified method of collecting data to evaluate student success (for students who access Tutorial Center and Writing Center services). The ARC now uses Successnet to track OACL and WC usage and works with IRP to distribute student surveys each semester. IRP also tracks the impact of tutoring on student success using Tutorial Center and Writing Center usage data.
- Implemented social media marketing.
- Secured funding to market services, provide student workshops, and offer tutor training.
- Established online tutoring services (spring 2020).
- Increased access to technologies in the OACL, including touch-screen computers and larger monitors, and large screen TV for class orientations.
- Expanded technology and materials available to tutors in WC and TC.
- Reduced Writing Center student wait time.*

**In fall 2018, the English department reduced 500-level course offerings; by spring 2019, the college eliminated these courses in alignment with AB705 guidelines. These curriculum changes dramatically impacted Writing Center usage (see attached data), and thus, eliminated the issue of long student wait times. A survey of Writing Center students at the end of fall 2018 showed that wait times were not a significant concern. The current challenge is to increase Writing Center student usage now that attendance is no longer a requirement.*

Quality, effectiveness, strengths, and struggles of the program and the impact on student success:

Most student evaluations show high satisfaction with the Tutorial Center, Writing Center, and OACL services. IRP data also show that tutoring (WC and TC) has a positive impact on student success. In fall 2019, the ARC surveyed students who used the Tutorial Center and Writing Center’s services.

- Students who utilize Writing Center services semester are more successful in English 101 classes. (See section VI. Success, Retention, and Equity)
- Students who access tutoring show higher success and completion rates over non-tutored students. (See section VI. Success, Retention, and Equity)

Data make clear that the Writing Center and Tutorial Center positively affect AHC students, their skills, and success and retention. Overall, students rate the services as “excellent” or “very good.” The surveys ask students if they would refer a friend to the services, and 98% say they would refer a friend to tutoring services—the highest compliment (Fall 2019 Tutorial Center Survey).

In addition to the progress made toward goals identified in past program review documents, the ARC has made the following progress toward improving and expanding services:

Tutorial Center:

- ARC Coordinator position created

In spring 2018, the college hired a temporary faculty coordinator to oversee the OACL, tutorial services, and the Writing Center. That position became permanent in fall 2019, adding to the stability of the program.

- Online tutoring services implemented

In spring 2020, with the introduction of ERT modality, the WC and TC began offering online tutoring via Zoom.

- Tutor Training

In fall 2018, in collaboration with the Math Center, the Tutorial Center developed a 10- hour tutor training program that aligns with the College of Reading and Learning Association's required training topics. Every ARC tutor must complete the training. The program has improved the quality and professionalism of tutoring.

- Enhanced recruiting capacity and student referral with Successnet

In spring 2020, the ARC began using Successnet to solicit faculty referrals for tutors. Faculty can now easily recommend a student to be a tutor, and the potential tutors receive an automatic email from the system inviting them to apply. This new system has made it easy for faculty to refer students resulting in 645 student referrals in the first semester of implementation.

With the success of the tutor referrals, in fall 2020, we began using Successnet to encourage faculty to refer their students who could benefit from tutoring. We expect this to make a difference in the number of students who learn about and access tutoring.

Writing Center:

- Workshops implemented

With BSI and SEAP funding, the Writing Center introduced weekly workshops on writing-related topics in fall 2018. Topics include *MLA documentation*, *Developing Effective Thesis Statements*, *Grammar and Punctuation* and more. In an effort to reach students across campus not enrolled in English classes, the WC offers workshops on *Resumes & Cover Letters*, *Scholarship Application Essay*, *Writing in the Sciences*, *Preparing for Essays Exams*, *College Study Skills*.

- Online tutoring implemented (spring 2020)

In spring 2020, in response to the shift to ERT during the pandemic, we moved all tutoring services (Writing Center and Tutorial Center) online, initially using Cranium Café, and then transitioned to Zoom tutoring in fall 2020, which was rated more highly by tutors and tutees. Faculty tutors and student tutors use Zoom for drop-in and appointment-based tutoring. Because of the feedback we have received from students who find online tutoring through Zoom convenient and easy to use, and “like being in person.” We expect to continue to offer online tutoring.

SEAP funding supports Smarthinking and Net Tutor (2017 – present). We expect to continue receiving SEAP funding through 2021-2022 for these programs. Additional grant funds from SEAP provided supplemental funds that increased the number of drop-in tutor hours at LVC.

- Marketing increased:

In fall 2019, we launched social media accounts for the Writing Center and Tutorial Center. We also advertised services through the college’s RAVE email system, Successnet, Canvas, and phone calls. In fall 2018 and spring 2019, we worked with Campus Graphics to develop flyers, brochures, and bookmarks for the Writing Center and ARC’s services. In addition, we began offering class orientations to all ENGL classes, PD classes, and any class interested (fall 2020: 68 orientations provided); presenting at department chairs, PT faculty orientation, counseling and academic department meetings; and participating in outreach events—Bow-WOW, Hancock Hello, and monthly Writing Center Pop-Up events.

With the elimination of 500-level courses, which required students to spend time in the Writing Center, the Writing Center will need to continue to heavily promote its services, diversify its services to engage more students, and continue to collaborate with departments across campus.

- Regular faculty meetings and trainings offered:

We believe that well-trained faculty who can provide a quality service to students will encourage students to return to the Writing Center and help us to engage new students. In fall 2019, we established a mentorship group that allowed WC to meet regularly to identify strategies to improve the Writing Center’s services. We also provided faculty several professional development sessions, i.e., working with ESL students in the Writing Center, growth mindset, and orientations.

- Website updated

The WC website now includes all Writing Center handouts, instructional videos, and links to writing resources (fall 2019/spring 2020). It also includes a chat box feature for students to easily access staff, Zoom links to connect with faculty, and a

visually appealing navigation.

- New feedback options offered, including appointments and paper review drop-off

In fall 2020, the Writing Center introduced new options for students to receive feedback on their writing, including an appointment option. In spring 2021, we added a paper drop-off (asynchronous review). Both options have been well received, and we plan to continue to offer them as funding allows. SEAP grant funding supports the weekend paper review option.

- Writing Center orientations for all English 101 and 103 classes implemented (spring 2018)

All English 101 and 103 classes are assigned an orientation time. Ninety percent of English classes now receive a live orientation about the ARC's services (WC, TC, and OACL).

- Summer tutoring offered with grant funding

Faculty provide WC tutoring in the summer. Twelve weekly hours of tutoring are supported by SEAP funding.

OACL:

- Implemented Successnet to track student usage.
- Purchased a large screen TV for in-person ARC orientations.

Distance Learning:

- Develop and conduct training workshops for faculty on tools and techniques that provide improved online instructor-initiated contact and student feedback. 2.2.3, 3.1.3, 3.14 -

The Distance Learning program offers more than a dozen professional development sessions each semester on topics including how to use Canvas, how to improve regular and substantive contact, and distance education guidelines and policies. Unfortunately, these sessions have been poorly attended.

The Distance Learning Department offered several sessions and workshop covering the topic of regular and substantive faculty-initiated contact for online courses. The sessions focused on online peer review (Section B of the OEI course design rubric), tools in Canvas to improve contact, and accessibility (UDL). Here is a list of workshops that have been offered several times.

- Humanizing your online course

- Online peer review – documenting regular and substantive faculty-initiated contact
- Online peer review – looking for regular and substantive faculty-initiated contact
- Equity in distance learning courses
- Discussion boards in Canvas
- Speedgrader in Canvas
- Feedback in Canvas
- UDL in Canvas
- Aligning the OEI Rubric – Section B

Instructor feedback was positive and most agreed they would apply the techniques in their online courses. The average attending a session was about three instructors. It has become difficult to find times faculty can meet. Before the pandemic, the DL department had planned on recording sessions and posting them for access online. The pandemic prevented the department from having the time to do that. The department would like to use Zoom or other applications like Canvas Studio to record and post upcoming sessions and use those to provide point-of-need assistance for support and training.

We have found that faculty seem to prefer one-on-one training to answer the specific questions they have. We can cover a lot of these queries during our open office hours (Tuesdays, Wednesdays and Thursdays from 9am to 10am and 2pm to 3pm) This provides more than 100 hours of personal support for training with DL staff each semester. We also encourage faculty to set up appointments for other times if they can't attend during open office hours. We are looking to create online content and videos that will provide support for faculty to meet their training needs. The department is currently working on recording sessions during the spring 2021 and fall 2021 semesters to post online for more point-of-need support and training.

- Develop online training modules for basic online teaching proficiency 2.2, 3.3 - Developed online training modules for basic online teaching proficiency.

The department has developed further online modules on accessibility and equity on the districts new Bridge system. It is hoped the new Bridge system, integrated with Canvas, will become the platform of modeled training going forward. Topics for future development are: Introduction to teaching with Canvas, Introduction to Asynchronous Online teaching and learning, Online assessments, Course design fundamentals, Creating accessible course content, Introduction to course design, Equity in online learning, Humanizing online learning, PDFs, PowerPoint, MS Word, Video Captioning, Creating a welcome video, Creating a liquid syllabus.

- Provide student support and after-hours instructor support. 2.2

The department secured 24/7 faculty and student support through Canvas. This included chat and an 800 number. The 800 number will be going away in Fall 2021. The district continues to provide the extra support from Canvas for 24/7 chat, email, and knowledge-based support. Much of this comes from the CVC-OEI initiative, but its allocation for services like these has begun to change. It will be important for the Distance Learning department to remain focused on finding ways to provide 24/7 support if the funding from the CVC-OEI goes away in the future.

- Explore strategies to improve outcomes for online math students. 2.2

The features of Canvas are providing a much better option for communication. The discussion board is easy to use and the math menu is helping both the instructor as well as students to write math. Although, we have learned of deficiencies in the math equation writer. Some instructors have found work-arounds using other software. The math department is discussing options and how to proceed.

Adding short videos on each topic gives students a general idea of the concept prior to reading the textbook or working on homework.

Using OER in math 521 is a true success and students are doing much better compared to the other DL course so the next step is to expand using OER in other courses. Our math faculty continue to research and implement new strategies for OERs in their classes.

The math department is working to find ways to engaging students at an individual level. One project is to have the instructor use a Surface computer to work synchronously with students. The instructor uses software to provide written instructions for the students on current math questions. The student is able to view the instructor's notes and work with the instructor in real time. There are no data for this as yet, but the instructors will be looking at achievement data to analyze the results in the Fall 2021. One math instructor is also going to be using a technical tool in the Fall 2021. This is an application (Learning Catalytics) that allows the instructor to send out information and questions to the students that the students can reply by phone. This will increase the instructor-initiated contact with the students and provide a vehicle for the students to interact with any questions they have concerning the information they received daily from the instructor.

- Develop peer review program that will cover course design, online course materials 2.2.3

The department facilitated a working group of voluntary online instructors that

spend four weeks working through peer review with the Quality Matters rubric. This workshop was very highly received by the 20 instructors who attended. Since that time, the Academic Senate has recommended the CVC-OEI course design rubric as a document of best practices. The DL committee has recommended a peer review process for best practices in online course design. Five departments, which make up more than 85% of all online courses, have agreed to begin utilizing this peer review process for their online course design review every three years. The review for most departments will begin in Spring 2021, but some departments, like Business, have already gone through one complete cycle of peer review of all of their online courses.

- Develop a list of Open Educational Resources for faculty and train on how to use them 3. 1.4

An online subscription to a curating service of online educational resources, Intellus, was purchased. Faculty were using it to provide OERs for their classes. Training was offered for Intellus in Fall of 2018. Unfortunately, few instructors utilized its services and continued funding was cut.

The zero-cost textbook grant is underway and about 20 faculty have developed online OER courses.

The department continues to offer workshops on OERs for faculty, as many instructors continue to show an interest in Zero-cost, or low-cost textbooks for their course. The Academic Senate approved a 'low-cost' designation for courses. Information on OERs are posted on the faculty distance learning page.

- Reevaluate the current course management system for cost effectiveness, ease of use, etc.

In Fall 2015 the district went to Canvas LMS for its online courses. This was precipitated by the association with the CVC-OEI. The Chancellor's Office has purchased Canvas and other supporting online technology for its CVC-OEI partners, of which we are. Canvas has been evaluated by Distance Learning staff and faculty. It is generally recognized as one of the best LMSs available. The savings to the district is about \$100,000 a year. This has allowed the district to purchase extended hours technical support by phone, continue purchasing TurnItIn plagiarism software, and other applications used in Canvas. There is a growing demand for extended third party application to integrate with Canvas. The Distance Learning department cannot afford nor provide support and training for these new applications. The department requires departments/disciplines who request additional applications to provide funding, support, and training when the application is specific to them. Currently, using Canvas as the district's LMS is a superior option to anything else available.

- Increase DL staff to meet the demands of the distance learning program

The Distance Learning staff continues to support all of the online courses.

What currently takes a majority of staff time is working with faculty's face-to-face (F2F) classes. The adoption of the use of Canvas in F2F has put a tremendous strain on the staff. The pandemic put nearly all courses on Canvas.

Instructors are interested in teaching in the online synchronous modality. All of these situations have dramatically increased the DL staff workload. The department is in a position of 'keeping up' rather than a deliberate logistic approach to current and future needs. Additional staff to help support this campus wide adoption of technology will be necessary to provide adequate support and training for our instructors who use online technology.

In Fall 2018, the person in the position of technical instructional support retired. This position was under the then named area of Multimedia services. However, much of the duties of this position were related or could be adapted to distance learning technology. The position was to be slightly modified and was to be moved into the distance learning department. The department's dean retired and the department went through several years of interim deans. As a result, moving this position into the DL department was pushed back time and time again. Finally in Spring of 2018, the department hired a full time dean for the department. The dean and staff have worked with HR and the VPAA to modify the original position and open the position for hire. The process has moved slowly and looks to have stopped. The obstacle to moving forward is hard to know. The department has been told it was held up by CSEA and HR. Funding for this position was removed from learning resources and moved into the general fund. The department continues to move forward, however, since there has been such a long period of time, the department is concerned that the position will not be allocated back to the distance learning department.

Challenges:

The students who use the Writing Center and Tutorial Services overwhelmingly report high satisfaction with the programs' services and we know from IRP data that their visits positively impact student success and retention (see (ARC Appendix A Writing Center and Tutee Surveys). The ongoing challenge is to engage with more students, so they can benefit from tutoring services. We serve a small percentage of the AHC full-time equivalent student population (less than 1% of the 10,000-student body). Low usage, especially in the Writing Center, is an ongoing concern. We do not have a simple answer to solve this issue, but we are recommending a few items, including

1. Increase the weekly tutoring cap for students. Currently, students can receive one hour of tutoring per class, but many students could benefit from an additional hour of appointment-based tutoring.
2. Expand tutoring and Writing Center services at LVC.
3. Offer a comprehensive embedded tutoring program through the Tutorial Center.
4. Incentivize tutoring services, i.e, Promise program inclusion, writing across the curriculum assignments.
5. Establish a tutoring advisory committee to engage faculty across disciplines to be advocates/ambassadors for tutoring services.
6. Continue a robust online tutoring service to offer flexibility to students.
7. Pursue appropriate funding levels to support current programs. Tutor wages have increased, but the tutor budget has remained the same.
8. Build a textbook and materials resource library for tutors.
9. Expand the LVC technician position from part-time to full-time. The LVC technician is currently part-time, limiting our ability to expand tutoring and WC services at the LVC.
10. Require English students to visit the Writing Center at least once in the first six weeks of the semester. This recommendation would need to be supported by the English department.
11. Explore a Writing Across the College initiative to encourage all disciplines to incorporate writing assignments into their curriculum.
12. Develop directed learning activities for the Writing Center.
13. Make permanent a WC paper drop-off option.

For the OACL, we would like to offer more computer assistance to students, including workshops. To do so, a computer lab assistant with the technology skills to help students with Office software would be helpful. We often receive requests for support with items such as creating a PPT presentation, using Excel, or navigating Canvas. Instructors also look to us to support students with their computer skills.

III. Analysis of Resource Use and Program Implementation

Describe the program's current allocation and use of human, physical, technology, and fiscal resources. Are resources sufficient and appropriate to meet program needs? Can program resources be reallocated to better meet student needs? If so, how?

Current resources: Academic Resource Center

- Human:
 - We are maximizing the use of human resources. The **Writing Center** is supported by the ARC coordinator, one instructional assistant, one FT and one PT lab assistant, and English faculty who provide direct tutoring to students. When WC attendance declined, our lab

assistant took on additional clerical duties to support our expanded services and to lighten the clerical load for the dean's secretary, i.e., purchasing, budget assistance to the coordinator, handling stipend and leave paperwork. We expect for this reclass to become permanent.

- The **Tutorial Center/OACL** staffing includes the ARC coordinator, one FT lab technician, one PT evening lab assistant, and student peer-tutors. Student workers provide extra clerical support at the front counter and help manage tutoring appointments.
 - The OACL needs a PT computer instructional assistant focused on supporting student computer use, including using the Office suite of programs, other software, and navigating Canvas.
 - For the Lompoc Valley Center, we would like to see the current part-time position expanded to full-time to support expanded tutoring and WC services.
 - To grow the tutoring program and serve more students in high drop/fail classes, we would like to hire embedded tutors/peer facilitators and create a formal and centralized embedded tutoring program.
- Physical
 - The current ARC space is sufficient to meet current demand, but more private study spaces are in demand during peak times, i.e., finals and midterms.
 - The LVC tutoring and OACL share space with the LVC library. The office lab technician needs office space.
 - Technology
 - As we begin to fully integrate online services, the Writing Center needs a paper drop-off/review software. Currently, this service is manually maintained using Google forms.
 - The technology in the Harvest Room and tutoring room are outdated. Both spaces are used for workshops and trainings and could benefit from reliable, modern technology, ideally smart TVs.
 - Charging stations for students would be convenient for students as students often ask to plug in their devices.
 - Print management software is needed to automate printing and control excessive printing.
 - Fiscal
 - Additional Tutoring Hours: Currently, the ARC operates on a limited budget that has not been updated since 2017 even though student worker wages continue to increase. Although students request additional tutoring hours, we cap students at one hour of tutoring per subject per week. The TC could offer more tutoring with an increased student tutor budget. An increase of \$4,000 in the tutor budget would allow us to provide students with two hours of tutoring per week per subject.
 - Tutor Pay: To attract more tutors, we need to offer a competitive wage to other tutoring programs on campus and on par with the

experience and skills required. Tutors currently make minimum wage; a \$1/hour increase above minimum wage will help to attract and maintain quality tutors. Currently, tutors are paid more in some tutoring programs on campus. The pay difference between programs can contribute to tutors choosing jobs in those centers in place of a tutoring position in the ARC. An increase of approximately \$4,000 in the tutor budget would allow us to pay tutors \$1 more an hour.

- Heavy Reliance on Grant Funding: The Tutorial and Writing Centers rely heavily on grant funding to provide services beyond a very base level. Lack of adequate funding directly impacts student success. Additional funding would allow the Tutorial Center and Writing Center to institutionalize current services (tutor training, summer tutoring hours, faculty training, online tutoring hours, online services, drop-in tutoring, Net Tutor, Smart Thinking, new technology, pilot projects) and offer additional tutoring support to students. On average, funding requests total \$50,00 per year. We need to increase district support to maintain the current level of services.
- LVC Funding: Lompoc Valley Center's tutor budget supports the cost of tutoring for the equivalent of one semester. SEAP supports funding for the second semester.
- Supplies for tutors: Additional funding is needed to support textbooks (for tutor reference), anatomy models, chemistry kits, bar charts, and supplies.

Current resources: Distance Learning

The evolution of technology instruction continues to explode. It is difficult to keep up with the latest technologies available to use and of faculty and students clamoring to use them. While enrollments had plateaued due to limitation in sections offered due to previous budget constraints, the demand for online courses continues to rise. Also, the number of face-to-face (F2F) courses that use distance learning technology to supplement their courses continues to increase. There are currently more than 1000 courses each semester that use distance learning technology for instructional support. With the addition of synchronous modalities, the support of DL instruction will continue to increase by leaps and bounds.

- Human

Training, support, consultation, and maintenance for more than 1000 courses a semester are provided by three staff. A faculty position at .6 load, and two classified staff that have duties in other areas as well. While their knowledge, expertise, and years of experience are a benefit to the DL program, their ability to provide their services are limited by the time they have allocated. DL students and instructors work and interact at just about any time, 24 hours a day. Training and support, especially for part-time faculty who cannot make it to campus during normal business hours, is difficult to schedule.

Current staffing is not adequate. The continued proliferation of mobile devices, technology in online and F2F courses, the new online synchronous modality, and need to support more students and faculty clearly demonstrate a need for more support staff in the DL department.

- Physical

The workspace for the DL staff is adequate. The room (L-215) where two offices for DL technicians work is also being used by an employee from ITS. When the new staff is hired, they will also need to work in L-215. The ITS position that works there also has an office down the hall. The space that is currently occupied by ITS will need to be vacated when the new technician is hired.

Office space is suitable for typical working conditions. The Teacher Learning Center is a valuable space for DL staff meeting, faculty and staff training, and meeting space for the Distance Learning Committee and EdTech Committee.

- Technology

The use of the TLC and other training require adequate technology that allow faculty to work hands-on. Technology purchased for use in the TLC will support this need. However, total cost of ownership requires that the technology allocation for DL be augmented to keep up with changing technology needs. As more tools, features, and third party applications are used in classrooms, faster processing speeds are required. A dozen laptops, mobile devices, and other peripherals should be updated on a 5 year cycle. This requires a general expenditure of \$5,000 for the technical maintenance of the TLC.

Also the use of devices such as tablets and other peripherals in the online synchronous modality require additional augmentation of the budget so that staff can support and train faculty in the use of these technologies.

The department is now supporting streaming for the district. This requires hardware and software. Recently, during a streaming event, the technology failed. There was no backup and the event wasn't live streamed. Equipment has been purchased to provide a backup. Live streaming plays a critical role at Hancock, and its production requires adequate equipment. Technology to adequately support this service will cost an additional \$4,500 a year.

IV. Program SLOs/Assessment

What are your program student learning outcomes? Have each of these been assessed since the last comprehensive program review? Describe changes you have made to courses or the program based on these data.

Each semester, the ARC assesses PLOs (listed below) through student surveys (fall 2019 surveys and outcomes attached in ARC appendix A OACL Survey, Tutee Survey, Writing Center Survey).

Open Access Computer Lab:

PLO 1: Students will use the OACL to complete school assignments. (83% of students surveyed said they use the OACL to complete school assignments)

PLO 2: Students use the OACL to improve computer skills. (63% of students surveyed said their computer skills have improved by using the lab)

PLO 3: Students will find the OACL staff courteous and helpful. (92% of students surveyed said the OACL staff are courteous and helpful)

PLO 4: Students will/locate the software they need for assignments in the OACL (86% of students surveyed said they can locate the software they need for assignments)

Tutorial Services:

PLO 1: Students will improve their ability to effectively develop and ask appropriate subject matter questions. (94% of students surveyed said they improved their ability to ask questions)

PLO 2: Students will improve their ability to utilize effective study skills. (89% of students surveyed said they improved their study skills)

PLO 3: Students will gain knowledge of effective time management strategies. (84% of students surveyed said they improved their time management skills)

Writing Center:

PLO 1: The Writing Center will provide writing, reading, and technology instruction in an accessible, comfortable, supportive, and collaborative environment for students of all abilities and from all disciplines. (99% of students surveyed reported that the Writing Center is accessible, comfortable, and supportive)

PLO 2: Developmental English and English as a Second Language students will demonstrate improved writing at the sentence, paragraph, and/or essay level. (89% of students surveyed said their writing improved at the sentence, paragraph, and/or essay level).

PLO 3: Students will demonstrate improved confidence in their writing ability. (90% of students surveyed said they feel more confident in their writing ability)

PLO 4: Students will demonstrate improved confidence in the use of technology. (79% of students surveyed said they feel more confident in their use of technology)

Distance Learning:

PLO 1: Provide effective training opportunities for faculty teaching distance education courses. These will be measured by the number of sessions and the evaluations after each session. (88% of faculty surveyed said they felt professional development training sessions improved the quality of their online course design.)

PLO 2: Assist students with readiness for distance education through a comprehensive and informative distance education webpage. (The online student website is constantly updated by DL staff. Online readiness modules and resources with assessment have been created.)

PLO 3: Act as a resource to the distance learning committee by providing information on program needs and recommending solutions, strategies, and products. (The DE

specialist is chair of the DL committee and is a resource to the committee regarding program needs and resources.)

PLO 4: Provide technology integration of LMS to support efficiency and production for instructional needs, tracking, and reporting. This will be measured by usage analytics and surveys of user satisfaction. (Canvas is the most used website at Hancock. It reports more hits daily than any other system. 89% of students and 83% of faculty surveyed scored Canvas an 8 or better out of a scale of 10 in terms of general satisfaction.)

V. Distance Learning (If applicable):

Describe the distance education courses offered in your program and any particular successes or challenges with these courses. Include the enrollment as well as percentage of courses offered by modality and the rationale for this ratio.

- x Compare the success and retention of your online offerings to the same courses offered face-to-face. Analyze any gaps and plans to address these.

As well, describe how program instructors ensure regular substantive instructor-initiated contact in online classes.

N/A

VI. Success, Retention, and Equity

Describe how the program works to promote student success. Include teaching innovations, use of academic and student support services (library, counseling, LAP, community partnerships, etc.). Refer to list of Student Services.

- x Then, utilizing data from the office of Institutional Research and Planning, report on student success through course completion and retention data. Analyze, by discipline, success by gender, age, ethnicity, and online (may analyze other variables such as disability, English as a second language, day vs. night courses, etc. as appropriate).
- x Suggest possible reasons for these trends and planned actions to address any disproportionate impact.

Academic Resource Center

The Tutorial and Writing Center staff and coordinator work diligently to promote tutoring services across campus, to ensure the best customer service, and to provide

easy access to its services for all students. The WC expanded services to include appointments, paper drop-off review, workshops, and a Writing Coach (small group tutoring and workshop) program. The TC increased the number of courses available for tutoring and improved the quality of tutoring through a 10-hour tutor training program and ongoing support. The ARC works closely with departments across campus such as counseling, AIM to Dream Center, Transfer Center, Library, Math and STEM Centers to promote services, and implemented new process for tutor recruitment and referrals, all with the intention of reaching as many potential tutors and tutees. The WC works closely with the English department to respond to requests for the Writing Center and support faculty needs.

Overall, students are highly satisfied with the ARC's services. The ARC administers survey students each semester to determine program effectiveness. Faculty also report a high awareness of and satisfaction with our services. The ARC coordinator promotes the services regularly to faculty through PT and FT faculty orientations, emails, and class presentations.

Tutoring has a positive impact on student success and retention. Although we would like to see an even greater impact on success and retention, we know that measuring the direct impact is difficult. However limiting these data may be, measuring success and retention rates is the best indicator of the impact of our services; the data show that students who receive tutoring assistance, on average, are more successful and more likely to stay in class.

The Writing Center could benefit from more bilingual faculty tutors and additional training for working with English language learners. We recognize that our bilingual faculty and faculty with an ESL teaching background are highly sought out by students.

When looking at disproportionate impact, it seems Hispanic students are accessing and benefiting from tutoring services to the same degree as the overall student population.

The data below details the Tutorial Center (SM and LVC) and Writing Center usage and success and retention rates.

Lompoc Valley Center:

For LVC, since 2015, the number of hours students spend with a tutor each semester remains consistent with the vast majority accessing LVC drop-in tutoring for 5 hours or fewer a semester.

LVC tutoring each semester by time: # of hours per	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
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semester										
0-5 hours	42	37	45	30	51	38	39	47	36	40
6-10 hours	3	4	5	1	1	6	4	4	5	1
11-20 hours	3	4	2	5	1	2	2	2	1	0
21 or more hours	3	5	2	2	2	2	6	0	4	0

Though the number of students using **LVC Drop-in tutoring** remains consistent, there was a notable increase in tutoring hours in fall 2018 that we attribute to offering tutoring during science lab times, which we had not done for years.

	Total # of students using tutoring	Total # of hours tutored each semester
Fall 2015	51	214
Spring 2016	51	299
Fall 2016	53	180
Spring 2017	40	262
Fall 2017	55	142
Spring 2018	48	224
Fall 2018	51	475
Spring 2019	53	115* math hours decrease
Fall 2019	46	221
Spring 2020	41	76

Santa Maria Tutorial Center:

Tutoring hours remain relatively consistent except for spring 2020 when the pandemic forced the move to the ERT modality. Fall 2020 tutoring, although still offered exclusively online, saw tutoring usage rebound to approximately 70 -75% of regular usage.

<i>Semester</i>	<i>Tutoring Hours</i>
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Fall 2020	1,056
Spring 2020	887
Fall 2019	1,450
Spring 2019	1,563
Fall 2018	1,547
Spring 2018	1,525
Fall 2017	1,823
Spring 2017	1,024

Drop-in ESL tutoring data are either inconsistent or unavailable prior to Fall of 2016. Drop-in tutoring for math and English appears to have started in Spring of 2015, however, the number of students served is unclear until the Summer of 2016.

The following table demonstrates the service provided to students measured in the number of individual visits by students to the SM Tutorial Center, Summer 2016 through Spring 2020. Drop-in math visits suffered significantly in fall 2020.

	Summer 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020
Drop-in ESL		104	75	51	47	59	121	31	2	26
Drop-in Math	129	125	157	292	185	17*	166	162	54	1
Drop-in English	44	123	123	272	159	197	99	90	9	14

* One tutor lost his log sheets, so we do not have accurate data for math drop-in tutoring. We now use the college's Successnet program, which backs up all data regularly.

	Fall 2015	Spring and Fall of 2016 (combined)	Spring 2017 (to date)	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020
Number of courses	15 plus "alt"	33 plus "alt" at 126	53 plus "alt"	56	78	51	80	71	62	45

tutored	at		at 6							
	36									

Overall, the subjects tutored are primarily math, English, and science.

	Fall 2015	Spring and Fall of 2016	Spring 2017 (to date)	Fall 2017*	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
Math	439	475	261 / 431*	568	711	413	646	389	283
English	None	283	95 / 159*	189 (+25 ESL)	240	252	164 (+97 ESL)	242 (+52 ESL)	122 (+51 ESL)
Science	2	397	107 / 192*	219	187	163	307	422	199

*Represents the number of tutoring appointments for these subjects. These numbers were added for spring 2017 as a comparison with the same data for fall 2017.

Tutorial Center Retention and Success:

	2015-2016		2016-2017		2017-2018		Summer/Fall 2018	
	Retention	Success	Retention	Success	Retention	Success	Retention	Success
Tutor	88%	78%	86%	74%	91%	82%	88%	79%
Non-Tutor	88%	72%	88%	74%	88%	74%	88%	73%

	Spring 2019		Fall 2019		Spring 2020		Fall 2020	
	Retention	Success	Retention	Success	Retention	Success	Retention	Success
Tutor	88%	76%	88%	75%	97%	93%	94%	83%
Non-Tutor	88%	73%	88%	72%	92%	85%	88%	72%

Disproportionate Impact:

Female students are much more likely to access tutoring than males. The AHC female/male enrollment across the college is about even, but the tutoring group is approximately 60% female students and 40% male students. In 2016-17 female students had better retention and success rates than males, but the impact was almost the same in the other three years.

About two-thirds of tutored students are Hispanic, which is a higher percentage than the AHC Hispanic student population percentage of about 50%. White students participate in tutoring far less than their AHC percentage represents. Hispanic students who participate in tutoring perform better than those who do not, as indicated by higher success rates and retention rates.

Regarding student age, the Tutorial Center served a larger percentage of 20-24-year-old students than the AHC population, but in 2018-2019 the age of students who receive tutoring almost matched the age of the AHC population. Students under the age of 20 saw the largest gains from tutoring among all age groups, as indicated in higher success rates. Except for 2016-17, the 20-24-year-old students who received tutoring saw similar success rates.

See complete data in ARC appendix A Disproportionate Impact Data Table.

	2015-16 Tutor						2016-17 Tutor						2017-18 Tutor						Sum/Fall 2018 Tutor					
	Retention	Success	% group	Non Retention	Success	% group	Retention	Success	% group	Non Retention	Success	% group	Retention	Success	% group	Non Retention	Success	% group	Retention	Success	% group	Non Retention	Success	% group
F	87%	77%	61%	88%	73%	48%	89%	78%	64%	88%	75%	51%	91%	81%	61%	87%	74%	52%	89%	80%	68%	88%	74%	55%
M	89%	79%	39%	89%	72%	51%	83%	67%	36%	88%	73%	49%	90%	83%	39%	88%	73%	47%	85%	77%	31%	88%	71%	44%
A	98%	98%	3%	91%	80%	3%	83%	67%	5%	88%	76%	3%	84%	63%	4%	88%	77%	3%	82%	82%	3%	88%	74%	2%
B	87%	68%	4%	87%	65%	4%	97%	73%	4%	88%	67%	3%	100%	66%	2%	88%	70%	3%	89%	74%	4%	87%	67%	3%
F	65%	54%	3%	89%	76%	3%	78%	56%	2%	90%	77%	3%	84%	84%	6%	89%	75%	3%	94%	78%	2%	90%	77%	3%
H	88%	80%	67%	87%	69%	48%	86%	74%	68%	87%	71%	47%	92%	83%	63%	87%	72%	43%	87%	78%	64%	87%	70%	43%
W	87%	73%	24%	89%	77%	40%	85%	75%	17%	89%	78%	41%	91%	83%	24%	89%	77%	45%	90%	83%	25%	89%	76%	45%
<20	93%	82%	26%	90%	71%	27%	90%	83%	25%	90%	73%	34%	91%	81%	24%	89%	73%	37%	89%	78%	41%	88%	71%	40%
20-24	87%	78%	47%	87%	72%	35%	85%	68%	48%	87%	73%	33%	92%	81%	47%	87%	73%	32%	88%	78%	32%	87%	73%	31%
25-29	85%	76%	15%	87%	73%	15%	91%	79%	16%	87%	73%	14%	88%	80%	16%	86%	74%	14%	87%	83%	13%	88%	75%	12%
30-34	85%	77%	11%	87%	75%	9%	68%	50%	5%	88%	77%	8%	90%	75%	8%	89%	78%	8%	83%	77%	7%	88%	78%	7%
35-39	84%	71%	5%	88%	74%	6%	91%	81%	8%	87%	75%	5%	67%	67%	6%	87%	76%	5%	91%	91%	3%	90%	78%	4%
40-49	85%	75%	8%	88%	78%	7%	90%	89%	6%	89%	80%	6%	100%	100%	2%	88%	80%	6%	88%	79%	4%	90%	79%	5%
50+	88%	68%	4%	89%	78%	6%	56%	44%	2%	90%	80%	5%	92%	92%	4%	87%	78%	4%	100%	78%	3%	87%	77%	3%
Total	88%	78%	88%	72%			86%	74%	88%	74%			91%	82%	88%	74%	88%	79%		88%	73%			

Writing Center Usage:

Semester	Tutoring Hours
Spring 2017	11,458
Fall 2017	11,600
Spring 2018	9,045
Fall 2018	11,338*
Spring 2019	5,741
Fall 2019	6,165
Spring 2020	5,373

Fall 2020	212**
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*Fall 2018 was the last year that the 500-level courses, which required Writing Center attendance, were offered.

**In Fall 2020, the Writing Center operated all services online because of the pandemic.

Writing Center Success:

2017-2018 data show that ENGL 101 students who spent 15 or more hours in the writing lab had a higher GPA than those who spent less than 15 hours. These students were also more likely to earn an A grade. Spending any number of hours in the writing lab led to a higher GPA than the average for all 101 students (1.9).

2017-2018

	>= 15 hours		<15 hours	
GPA	2.71		2.3	
count	49		107	
A grade	14	29%	22	21%
pass	40	82%	83	78%

The chart below shows more recent data. Overall, students who visit the Writing Center outperform their peers who do not in terms of English course success rates. It is interesting to note that students who utilized the Writing Center’s services during the pandemic, far out performed those who did not.

Term	Writing Center Students	All Students
	<i>Success rate in ENGL courses</i>	<i>Success rate in ENGL courses</i>
S19	68%	63%
F19	69%	61%
S20*	91%	80%
F20*	85%	57%

*S20 and f20 students could take an EW grade at any point in the term and it counted as if they didn’t take the course.

Distance Learning

Because the Distance Learning Program is a service to all courses using technology for instruction at a distance, there is no data from IR. The department utilizes the data on the Chancellor's Office website (Datamart). This information is collected and disaggregated in several dimensions which are included in the exhibits.

There has been a decrease in the success and retention gap between online and F2F courses. What was a gap of nearly 10% six years ago, is currently around 4%. A more important comparison is probably between online at Hancock and online statewide average. When comparing our success and retention numbers in the disciplines we teach, our success and retention numbers are just a little better than the average. This is a reversal of the case six years ago.

In a program this large, it is difficult to critically analyze just what are the reasons for the increase in numbers over the last six years. We surmise it is for three reasons: improved course design, accessibility improvements, and greater attempts to humanize online courses with more communication and instructor created video.

The data show that our demographic numbers are very similar to the statewide averages. The social issues surrounding 2020 and the pandemic have brought a more urgent awareness of the need for accessibility and equity in online courses. Faculty have access to local, in-house workshops as well as sessions at the Chancellor's Office and other institutions. The department will continue to collect and analyze the data to ensure greater equity in the future. There has been a massive increase in the number of faculty asking how they can ensure they are reaching out to students in need. Also, the new director of LAP is moving forward and improving support for our students in DE courses.

Some of the trainings/workshops that the department is modifying to meet current needs are accessibility, equity, humanizing the online course, and communication. These workshops will be offered in asynchronous online modules in Bridge and also in traditional F2F and Zoom workshops.

VII. Trend Analyses/Outlook

Using the information already gathered in the Annual Updates s (e.g., enrollment and achievement data; student learning outcomes assessment and analysis; input by advisory boards; existing articulation agreements; labor market trends) summarize the major trends, challenges, and opportunities that have emerged in the program since the last comprehensive program review. Explain possible causes for any identified gaps or trends and actions taken or needed to address these.

Academic Resource Center

Since the last program review, the ARC hired a full-time permanent faculty coordinator, which has brought the opportunity to expand and unify the ARC's services, leverage resources, and professionalize the tutoring program. The most significant trend, opportunity, and challenge is the downward attendance trend in the Writing Center, which is the direct result of AB705 and the corresponding elimination of basic skills level English courses.

Overall, the feedback from students and faculty on the Tutorial Center and Writing Center programs is positive. The data shows a significant decline in attendance for the Writing Center and the potential for increased usage for the Tutorial Center (although attendance has stayed steady or slightly increased over the last few years).

In an effort to increase tutoring usage, the Tutorial Center would like to offer an embedded tutoring program. Embedded tutoring/supplemental instruction is a significant trend in tutoring programs. This model allows for "intrusive" tutoring where a tutor attends each class meeting, provides study sessions, group tutoring, and helps facilitate group discussions/activities in the classroom. Generally, tutors support classes with high drop/fail rates. Embedded tutoring is an opportunity to engage with more students and to impact student success directly. The English and math departments have implemented embedded tutoring to much success. An embedded tutoring program is an opportunity to reach out to those students who could benefit the most from tutoring—those most likely to drop or fail.

There is an opportunity, with appropriate funding, to provide equitable services at the Lompoc Valley Center, including a Writing Center, appointment-based tutoring, and expanded drop-in tutoring.

We have learned from surveys and instructor feedback that instructors are our best referral for tutoring. As such, we are now leveraging the Successnet program to allow faculty to refer students to tutoring easily. The Successnet referral program began at the end of fall 2020. Since it is relatively new, we are still ascertaining its impact, but by spring 2021, 10% of students recommended had enrolled in tutoring services. Ultimately, students are most likely to use tutoring services when an instructor requires it, offers extra credit, or strongly encourages usage. As such, we can see the value in adding tutoring as a required component of the Promise program. We do not know of the feasibility of such a requirement.

Distance Learning

Technology (digital remote synchronous and asynchronous) is being used in all classes not just DL. The use of technology in instruction continues to grow tremendously. Obviously this is the case in online courses, but it is also the case in on-ground courses. The difference today is that most of the technology in the classroom is now web based and many times does or can integrate with the LMS. This means that the lines between on-ground and online courses have blurred. Also, hundreds of on-ground classes are published by the instructors every semester in Canvas. This means that hundreds of courses are using Canvas. This requires administration, training and support for those courses. The DL staff generally spends more time supporting on-ground courses (due to their sheer numbers) than they do online courses. Now, we are

offering online synchronous courses, and they require more support and training than do online asynchronous courses. What all of this means is that DL staff now support the vast majority of courses offered. This includes all campuses, all times, and nearly all modalities. The only area where DL staff has offered little support and training, in the past, was non-credit, but even in this area the number of courses is increasing. Distance education no longer represents only online courses. What we currently call 'Distance Learning' is more accurately 'instructional technology.'

- CVC-OEI

The CVC-OEI has brought changes that have supported the quality of online instruction and offers the district opportunities in resources, training, and support. The primary objective of the CVC-OEI is to provide quality online instructions and increase the opportunity of students taking online courses to support their educational goals. The Academic Senate has recommended the CVC-OEI course design rubric as a best practice in online learning. The DL committee has recommended a best practice on online peer review focusing on section B of the rubric. Several departments have agreed to implement an online peer review process in their departments. The department is developing a local Peer Online Course Review (POCR) process. This will provide a method and resources for the process of reviewing online courses which will be submitted to the CVC-OEI for approval. Courses which meet the approval will be featured on the CVC-OEI statewide course exchange.

- Documenting Regular and substantive contact and peer review

The DL committee has recommended a peer review process to document regular and substantive faculty-initiated contact in online courses. Departments that decide to peer review online courses will determine the best process for peer review. The focus of the review is section B of the CVC-OEI rubric. Most departments that offer online courses have agreed to design and implement a peer review process. The Business department has developed a comprehensive peer review that contains several parts of the CVC-OEI course design rubric and have already completed their first cycle. Departments participating in the peer reviews will keep a record of peer review participation as documentation.

As applicable, please address the breadth, depth, currency, and cohesiveness of the curriculum in relation to evolving employer needs and/or transfer requirements, as well as other important pedagogical or technology-related developments and actions taken or needed to address these.

Two noncredit courses are associated with the Writing Center (BASK 7015) and Tutorial Center (BASK 7004A).

Supervised Tutoring Student Learning Outcomes:

SLO 1. Students will improve their ability to effectively develop and ask appropriate

subject matter questions.

SLO 2. Students will improve their ability to utilize effective study skills.

SLO 3. Students will gain knowledge of effective time management.

Reading and Writing Lab Student Learning Outcomes:

SLO 1: Successfully complete the enrolled course;

SLO2: Demonstrate improved confidence in reading and/or writing ability.

VIII. Long-Term Program Goals and Action Plans (Aligned With the College Educational Master Plan)

Describe the long-term plans for changing or developing new courses and programs, other actions being taken to enhance student success, and the need for professional development activities and other resources to implement program goals. Be sure to show how these plans are related to assessment results. (Plan should cover five-year period and include target dates and resources needed.)

To address the low attendance numbers in the Writing Center:

- Explore a writing across the college initiative.
- Expand direct learning activities so that instructors can refer their students to the Writing Center to work on specific areas of concern.
- Provide professional development opportunities to faculty tutors aimed at assisting ESL learners.
- Institutionalize online tutoring services.
- Scale up the Writing Coach program (a small group tutoring and workshop program that targets students at-risk of failing English 101).
- Collaborate with disciplines outside of English to create workshops.
- Encourage English instructors to create a Writing Center assignment within the first four weeks of the semester.
- Explore a tutoring component of the Promise program.

To increase Tutorial Center usage:

- Develop a central embedded tutoring program that targets classes with a high drop/fail rate.
- Expand max number of appointment hours from one to two students (funding required to do so).
- Institutionalize online tutoring services.
- Expand services (and staffing) at the Lompoc Valley Center to offer equitable services.
- Seek funding so that the program does not need to heavily rely on grants, which are not stable sources of support.
- Explore a tutoring component of the Promise program.
- Increase tutor pay to attract and maintain quality tutors.

To increase tutoring's impact on student success and retention :

- Enhance tutor training to incorporate subject-specific tutor training and online tutoring topics.
- Increase tutor pay to attract and maintain quality tutors.
- Incentivize tutoring jobs by offering priority registration to tutors or credit

- units for tutor training.
- Discuss issues of equity and inclusion as part of tutor training.
- Hire more bilingual (English/Spanish) tutors.

To better serve students in the OACL:

- Hire a computer lab assistant to help students with Office, Canvas, and other technical support.
- Install charging stations and Smart televisions in the tutoring room and Harvest room.
- Purchase a print management software system that allows students to print and pay directly from their computers and pay from their computers.

Distance Learning:

- Training and Support (Developing chunked training options)

Training and support are the bread and butter of this department. Facilitating faculty needs for successful, quality instruction is seen as our number one priority. Finding a methodology that supports current instructor needs has been difficult over the last few years.

The department has found with technology changes in the last few years, technological adoption becomes more and more intuitive. Faculty are rarely 'completely lost.' Many times, the issue is 'how to do this one thing', or 'what is the best way to use this?'

This combined with the compressed schedule of classes means that it is rare that a scheduled training can muster more than a couple of instructors. To respond to this challenge, the department has implemented more online office hours, and has begun to develop short (chunked) training modules to meet faculty training and support needs.

The department needs to develop and implement short online modules to help provide managed support for greater flexibility for faculty in training and support. The challenge with accomplishing this is staff time and resources. The current staff consists of one faculty at just more than 50%, and two classified staff who have other duties outside of DL. This made it difficult for the department to design, develop, conduct enough trainings to support faculty need.

New technologies, like Bridge, will help. The Bridge platform will provide a system to more easily design and develop training and support modules. However, the need of another person who can focus on design and development of future training materials is necessary to the success of the program.

The district now has the 'Bridge' software to build short online trainings for faculty. Accreditation and equity trainings have already been built. The department plans to add dozens of these short trainings and resources to support

faculty technology use needs. Entire courses and programs can be built within the framework of these short modules.

Canvas training, pedagogical development, and DE guidelines and policies, are planned for development and implementation over the next two semesters.

- Local Peer Online Course Review (POCR)

The department was about to develop and establish a local peer online course review (POCR) in fall 2017, that would align with the CVC-OEI online peer course review. At the time, there wasn't much interest from faculty in aligning their courses for the statewide course exchange. Since then, several instructors have shown interest in having their courses approved on the exchange. The pandemic set us back about a year in accomplishing the development and implementation of a local POCR process. In the fall of 2021, the department plans to develop and implement the first POCR for those instructors wanting their courses to go through the local process. The plan is to develop a local POCR process in spring 2021, and begin with our initial group of instructors and their courses in fall of 2021.

- Targeted growth

Online enrollment (not including pandemic numbers) has remained fairly constant for the last 5 years. Most online courses in the schedule usually fill faster than their F2F courses. Online enrollment would probably rise if departments added more online sections. Departments and disciplines with faculty experts who know their student population and what works best for them, should be making decisions about what modality is best for their programs and student success. With the addition of dozens of courses that have recently been approved for DL, there should be more courses and programs that will offer students the flexibility they need to achieve their educational goals. There are also faculty who would like to achieve badging from the CVC-OEI and have priority status on the CVC-OEI statewide course exchange. This could be a benefit for those courses that have difficulty filling at Hancock and reaching a larger population.

- Implementation of departmental peer review of online courses

After years of discussion and debate over an appropriate response to the previous accreditation recommendation, the DL committee recommended best practices in online course peer review (as distinguished from POCR). The focus of the review is to monitor and ensure faculty initiated regular and substantive contact (RSC) in online courses. The process was taken to department meetings. Several departments have decided to peer review their online courses for RSC. The business department has developed their specific process and has already gone through a cycle. The department plans to reach out to other departments and help facilitate the development of a process and help ensure RSC in our DL courses.

The DL department has developed a simple 'generic' process that departments can

look at to begin developing their own process. It is hoped that all departments will have gone through one cycle of online peer review by the end of spring 2022.

- Development of Teacher Learning Center (TLC) as ongoing support

While the department has increased open office hours to three days a week, two hours a day, and is currently developing modularized learning content, the department would like to modify its use of the TLC. While the aforementioned projects will certainly enhance the departments efficiencies, there is still a need for faculty to have a place to come and receive face-to-face support for the technical and pedagogical needs in developing and delivering high quality online instruction.

The department will increase open access time in the TLC to help meet the demand of those instructors looking to improve their online instruction skills. The department plans to organize the TLC with resources. Several computers, a large screen, projector, audio, and video equipment have been purchased. These will be installed in the TLC over the fall 2021 semester. Depending on the transition to more normal conditions during the fall 2021 semester, the department plans to implement the extended TLC plans in the following year.

- Alignment with CVC-OEI

The CVC-OEI consortium continues to move forward toward a system of integration, with a purpose of providing greater opportunities for students to achieve their educational goals through online courses. This initiative is overwhelming in its scope. One of the overwhelming aspects is integration of ITS, Financial Aid, and Admissions and Records. Hancock joined the consortium in 2017. The department is currently going through the steps to be identified as a 'Home College.' Once these steps are completed, ITS, Financial Aid, and Admissions will have to work with the consortium to integrate their processes to work for enrollment, FA, data collection, and ITS. The department plans to complete the steps of becoming a Home College by the end of the fall 2021 semester. The department plans to work with other departments to complete the integration by end of fall 2022 semester.

- Technology trends

The pandemic has revealed that the line between F2F and online courses is being blurred. F2F, hybrid, synchronous and asynchronous, and online courses use Canvas. The requests for third party applications to be added to Canvas continues to grow. The addition of potential online synchronous courses in the future, after the pandemic, evinces the need to support a whole new world of technologies. Supporting the administration of these technologies takes more and more time.

The 'roomers and zoomers' (hybrid or hyflex) modality is a newer modality that requires classroom technology. Support, installation, and training, are aspects that

will have to be worked out with the Distance Learning Department and ITS. There are no experts in synchronous technology or delivery pedagogically currently. The Distance Learning department plans to develop trainings to support this modality that faculty are beginning to use.

The department now requires newly requested applications that are supported within the CMS to be set up with responsible parties for funding, training, and support. The department will continue to support and train on applications that are used by the entire district (such as NetTutor and TurnItIn), but applications that are specific to disciplines or department are headed by those disciplines/departments.

- CVC- OEI (Local Peer Online Course Review (POCR))

The department was about to develop and establish a local peer online course review (POCR) in fall 2017, that would align with the CVC-OEI online peer course review. At the time, there wasn't much interest from faculty in aligning their courses for the statewide course exchange. Since then, several instructors have shown interest in having their courses approved on the exchange. The pandemic set us back about a year in accomplishing the development and implementation of a local POCR process. In the fall of 2021, the department plans to develop and implement the first POCR for those instructors wanting their courses to go through the local process. The plan is to develop a local POCR process in spring 2021, and begin with our initial group of instructors and their courses in fall of 2021.

STUDENT DATA SUMMARY

Data analysis is a critical component of program review. The three categories below should be used as guidelines in developing a summary of the student data.

State at least three positive factors about the discipline/program identified by students. Include the number (or percentage) of students responding and any implications for planning.

Tutorial Center:

- 90% of students surveyed said that being tutored helped them stay in class.
- 98% of tutees/students surveyed said they would recommend the Tutorial Center to friends.
- 92% of students surveyed said they would evaluate their overall experience with the Tutorial Center as “great.”

Writing Center:

- 99% of students said the Writing Center is an accessible, comfortable, and supportive place for students to study together.
- 97% of students were likely to recommend the Writing Center to a friend.
- 98% of students said they would use the Writing Center again even if it were not required.

Representative student comments:

- “Staff was so helpful, I don't think I would have stayed in my class if not for them. I was ready to give up my English class. The staff is excellent, kind and caring.”
- “I wouldn't be able to be successful in my classes without the writing center. The instructors pushed me made me grow and I am a better writer and student because of them.”
- “A place where you can get very good help in all of your writing.”
- “I love the writing center!”
- “I love the people here.”

OACL:

- 92% of students who use the OACL said the staff is friendly and courteous.

State at least three negative factors about the discipline/program identified by students. Include the number (or percentage) of students responding and any implications for planning.

Overall, student surveys show positive feedback. The student comments below reveal a few themes that we would like to address.

Tutorial Center:

- “I felt like the process of how to notify the tutorial staff about a tutee missing an appointment ahead of time was inconvenient and unclear on what to do or who to speak with. Maybe an interactive online scheduling system could make things work better.”
- “The center could also offer tutors refresher material to review the subject and material that is covered in the class”
- “Getting more tutors for different subjects that can help the tutorial center”

Planning implications: We would like to incorporate subject specific training into the Center’s tutor training program. We would also like to increase tutor pay to attract and retain tutors. This should allow us to offer tutoring for more subjects. We have also recently moved to a new recruitment system that has generated more tutor recommendations.

Writing Center:

- “All these years of paying for my classes I was unaware of the writing center being a free service!! Thank youuu!!”
- “More Writing Center options at the LVC.”
- One of the main reasons students reported for not visiting the Writing Center is because they didn’t need assistance with their writing assignments (59%).

OACL:

- “Some students have no phones or computers and don’t have money to print documents at school. Open access with extended hours and maybe even weekend access with no charge for copies would be awesome.
- “Professional development to make all groups aware of what resources are there for students to be sent to.” (See ARC Appendix A faculty survey)

Distance Learning:

- 88% of faculty surveyed said they felt professional development training sessions helped improve the quality of their online course design and delivery.
- 84% of faculty surveyed said access to one-on-one training and/or resources to access for point-of-need support and assistance was a preferred method of support.
- 73% of faculty surveyed said greater access to the Teacher Learning Center (TLC) would be a benefit to their course development.

Representative survey comments:

- “The session on accessibility and UDL helped me design my course in a way that I can be sure I’ve done all I can to ensure accessibility in my online courses.”
- “I use the open office hours frequently. When I run into a problem or need some help, I know I can get support.”
- “The sessions in the TLC are helpful. It would be useful for faculty, especially part-timers who don’t have offices, to have access to the TLC for online course

development.”

Planning implications: The DL department plans on developing PD sessions and trainings for specific needs and topics (chunking). Also, the department plans to arrange those short topic sessions into larger sections that can be completed for broader areas of completion such as course design or pedagogy. The department has modified the TLC and will begin to implement a schedule where the TLC will be open to faculty with the assistance of DL staff.

State any other information (use responsive numbers) that you obtained from student data (e.g., focus groups, questionnaires, or SGIDs) that may be of special interest to the self-study team. What planning implications will result from this information?

Although we have made extensive efforts to spread the word about the ARC's services, we understand from a campus-wide IRP survey and focus groups that students reported that there were not aware of the ARC's services. We need to continue to reach out to students, faculty, and staff. A marketing budget (currently, we have none) would help us to expand our current efforts.

SELF-STUDY TEAM MEMBERS SHOULD INSERT THE FOLLOWING DOCUMENTATION INTO THE PROGRAM REVIEW PACKET

STUDENT DATA

STATISTICS

ARTICULATION STATUS OF COURSES

COURSE REVIEW VERIFICATION SHEET

COURSE OUTLINES

REVIEW OF PREREQUISITES, COREQUISITES, ADVISORIES
(Summary – completed the year subsequent to the self study)

DEGREE AND CERTIFICATE REQUIREMENTS

ADVISORY COMMITTEE MEMBERSHIP

The Executive Summary and Plan of Action-Post Validation should be included in the packet upon completion in the spring semester.

COURSE REVIEW VERIFICATION

Discipline: _____ Year: _____

As part of the program evaluation process, the self-study team has reviewed the course outlines supporting the discipline/program curriculum. The review process has resulted in the following recommendations:

1. The following course outlines are satisfactory as written and do not require modification (list all such courses):
- 2.
- 3.
1. The following courses require minor modification to ensure currency. The self study team anticipates submitting such modifications to the AP&P, FALL 20____ SPRING 20____:
- 2.
3. The following courses require major modification. The self study team anticipates submitting such modifications to the AP&P committee, FALL 20____ SPRING 20____:
- 4.

GRADUATION REQUIREMENTS: General Education (GE), Multicultural/Gender Studies (MCGS) and Health & Safety (H&W) Courses.

The following courses were reviewed as meeting an **AHC GE** requirement. The AP&P GE Criteria and Category Definitions (GE Learning Outcomes) forms were submitted to the AP&P for review on: _____

The following courses were reviewed as meeting the **MCGS** requirement. The AP&P MCGS Criteria and Category Definitions (MCGS Learning Outcomes – To Be Developed) forms were submitted to the AP&P for review on: _____

The following courses were reviewed as meeting the **H&W** requirement. The AP&P H&W Studies Criteria (To Be Developed) and Category Definitions (H&W Learning Outcomes – To Be Developed) forms were submitted to the AP&P chair for review on: _____

Course Review Team Members:

Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
AP&P Chair	Signature	Date
Academic Dean	Signature	Date

SECTION 3

ASSESSMENT PLAN (*SAMPLE PROVIDED*)

includes: Program Learning Outcomes,
Assessment Methods, Alignment of Course SLOs, Assessment
Calendar,
Plan for Dissemination of Results



Assessment Plan

This part of the program review demonstrates alignment of courses with coverage of program student learning outcomes and lays out the program's plans for conducting assessments over the forthcoming five years.

Mission

The mission of the Department of Physics is to provide students with an education in the fundamental processes of the physical world with thorough study in both the classroom and laboratory.

Program Outcomes

Program SLO 1: Students will demonstrate knowledge in the fundamentals of physics (waves, mechanics, electricity, and magnetism) so that they are prepared for graduate study or professional work in physics, engineering, education and related fields.

Program SLO 2: Students will demonstrate the ability to analyze a variety of physics problems.

Program SLO 3: Students will be able to investigate an area of physics and explain that research to other students at a similar level.

Program SLO 4: Students will demonstrate technical skills needed for lab work in physics.

Program SLO 5: Students will demonstrate the ability to independently collect, analyze, evaluate and/or explain data concerning a question of current research interest.

Course/Program Alignment

Outcomes will be introduced, developed and practiced with feedback, and demonstrated at their highest levels as shown below. Outcomes 1 and 2 are assessed with an exam. This exam is given in P390/391. Outcome 2 is also assessed with alumni feedback obtained via survey. Outcome 3 is assessed in P390/391 using a rubric. Outcome 4 is assessed using a practicum exam at the end of the lab associated with P240. Outcome 5 is assessed for participating students by successful completion of research programs, and any resulting conference presentations, honors theses, and published paper. (Key: I= Introduced, D=Developed and practiced with feedback; M=Demonstrated at a specified mastery level)

	Outcomes				
	1	2	3	4	5
P106	I,D				
P110		I,D			
P120	D		I,D		
P240	D			I,D	
P250					I,D
P310	D	D	D	D	
P320		D			
P330	D		D		
P340	D			D	
P390	M	M	M	M	M

P391	M	M	M	M	M
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Implementation of Assessment

Responsibility for implementing the assessment lies with the entire department. Confident that outcomes are reflected in actual coursework of your major/program, describe the mechanisms for assessment. Think of assessing your outcomes on a 4 or 5 year cycle. (If you have 10 outcomes assessing 2 a year is ideal.)

Assessment Cycle

Use one row for each Program outcome. *Your 6-Year assessment schedule can be inserted here, if you've already completed it.*

.Program Outcome	To be assessed in semester:	Assessment method (s)	Team to review assessment results	Resources needed to conduct assessment	Individual responsible for assessment report	Date we expect to complete review
OACL						
PLO 1: Student will use the OACL to complete school assignments.	Every semester	Student surveys	ARC staff, dean, ARC coordinator	Surveys, IRP support	ARC Coordinator	Every semester
PLO 2: Students use the OACL to improve computer skills.	Every semester	Student surveys	ARC staff, dean, ARC coordinator	Surveys, IRP support	ARC Coordinator	Every semester
PLO 3: Student will find the OACL staff courteous and helpful.	Every semester	Student surveys	ARC staff, dean, ARC coordinator	Surveys, IRP support	ARC Coordinator	Every semester
PLO 4: Students will/locate the software they need for assignments in the OACL	Every semester	Student surveys	ARC staff, dean, ARC coordinator	Surveys, IRP support	ARC Coordinator	Every semester
TUTORIAL						

CENTER						
PLO 1: Students will improve their ability to effectively develop and ask appropriate subject matter questions.	Every semester	Student surveys	ARC staff, dean, ARC coordinator	Surveys, IRP support	ARC Coordinator	Every semester
PLO 2: Students will improve their ability to utilize effective study skills.	Every semester	Student surveys	ARC staff, dean, ARC coordinator	Surveys, IRP support	ARC Coordinator	Every semester
PLO 3: Students will gain knowledge of effective time management strategies.	Every semester	Student surveys	ARC staff, dean, ARC coordinator	Surveys, IRP support	ARC Coordinator	Every semester
WRITING CENTER						
PLO 1: The Writing Center will provide writing, reading, and technology instruction in an accessible, comfortable, supportive, and collaborative environment for students of all abilities and from all disciplines.	Every semester	Student surveys	ARC staff, dean, ARC coordinator	Surveys, IRP support	ARC Coordinator	Every semester
PLO 2: Developmental English and English as a Second Language students will demonstrate improved writing at the sentence, paragraph, and/or essay level.	Every semester	Student surveys	ARC staff, dean, ARC coordinator	Surveys, IRP support	ARC Coordinator	Every semester

PLO 3: Students will demonstrate improved confidence in their writing ability.	Every semester	Student surveys	ARC staff, dean, ARC coordinator	Surveys, IRP support	ARC Coordinator	Every semester
PLO 4: Students will demonstrate improved confidence in the use of technology.	Every semester	Student surveys	ARC staff, dean, ARC coordinator	Surveys, IRP support	ARC Coordinator	Every semester
Distance Learning						
PLO 1: Provide effective training opportunities for faculty teaching distance education courses. These will be measured by the number of sessions and the evaluations after each session.	Every academic year	Number of sessions facilitated	DL staff		Distance Education Specialist	Every Academic year
PLO 2: Assist students with readiness for distance education through a comprehensive and informative distance education webpage.	Every academic year	Updates to the website every semester.	DL staff		Distance Education Specialist	Every Academic year
PLO 3: Act as a resource to the distance learning committee by providing information on program needs and recommending	Every semester	Department staff attending Distance Learning Committee meetings	DL staff		Distance Education Specialist	Every semester

solutions, strategies, and products.						
PLO 4: Provide technology integration of LMS to support efficiency and production for instructional needs, tracking, and reporting.	Every year	Usage analytics	DL staff		Distance Education Specialist	Every year

Data for all outcomes will be collected every year, except for the alumni survey associated with Outcome 2. This will be collected every other year when we collect information for our alumni newsletter. Analysis of the data will follow the schedule given above.

The department chair is responsible for gathering the assessment data and ensuring that discussion takes place.

Dissemination of Information

Results will be shared in a special department meeting once a year. This will occur near the end of the academic year as soon as exam data for the year are available. In addition, written summaries will be shared with the Learning Outcomes and Assessment Committee, the dean, and the Vice President, Academic Affairs.

SECTION 4

STUDENT DATA COLLECTION

STUDENT DATA COLLECTION

Student input regarding the discipline/program can be obtained in many different ways. If you choose to use a written survey, the following survey **must** be used. The survey questions were developed by faculty, deans, and institutional research. You may add or delete any of the **optional** or **background** questions or add other questions relevant to your program. Once you have completed your edits, you may send the survey to Institutional Research and Planning for development of the actual survey form and production of the copies. You may, if you prefer, contact personnel in Institutional Research and Planning to assist you with the development of the survey.

Institutional Research & Planning will provide a link to an online version and a PDF file for a hard copy version of the final survey. Programs are responsible for administering the survey. If

the survey is conducted in paper form, please check with IRP about the type of paper that must be requested when having the survey printed. If the survey is conducted in paper form, the responses need to be scanned into the Class Climate system; the dean's secretaries have received training for doing this task. IRP does not have a scanner nor clerical support to assist with data entry. After the responses are entered into the survey system, IRP will analyze the results and generate a report with the findings

In addition to or in place of the survey, faculty may choose to use an SGID approach or meet with students in focus groups. When developing the structure for an SGID or focus groups, the emphasis needs to be on the program/discipline. Additionally, remember you are seeking information that will be meaningful to you in terms of the self study.

Whatever tool you choose to use, keep in mind that the appropriate academic dean must approve the methodology no later than the first week in October.

OPTION: You may choose to gather the student data during the academic year preceding the program review. This would be done in conjunction with the course review process. (See Program Review – Course Review Resource Guide.)

**PROGRAM
REVIEW Student
Survey**

Please answer the following questions as they pertain to your experience in this course and all other courses in ****PROGRAM**** .

Please indicate how satisfied you are, in general, with the following aspects of your **PROGRAM**

Please fill in the bubbles completely with a pen or pencil. Highly Satisfied Moderately Satisfied Not at all Satisfied No Opinion

Like this: ● Not like this: (✓) (X) (/)

1. Quality of instruction within the program	1	2	3	4	5	0
2. The way textbooks and other materials used in courses within the program help me learn	1	2	3	4	5	0
3. Advice about the program from counselors	1	2	3	4	5	0
4. The way this program meets your educational goals	1	2	3	4	5	0
5. Contribution towards your intellectual growth	1	2	3	4	5	0
6. Clarity of course goals and learning objectives	1	2	3	4	5	0
7. Feedback and assessment of progress towards learning objectives	1	2	3	4	5	0
8. The availability of courses offered in the program	1	2	3	4	5	0
9. The content of courses offered in <u>**PROGRAM**</u>	1	2	3	4	5	0
10. The coordination of courses offered in <u>**PROGRAM**</u> and courses offered in other departments that may be required for your major	1	2	3	4	5	0

11. The physical facilities and space (e.g., classrooms, labs)	1	2	3	4	5	0
12. Instructional equipment (e.g., computers, lab equipment)	1	2	3	4	5	0
13. Presentation of classes via the college's Blackboard course management system	1	2	3	4	5	0
14. Course assistance through tutorial services (e.g through the Tutorial Center, Math Lab, Writing Center)	1	2	3	4	5	0
15. Availability of appropriate resources in the libraries	1	2	3	4	5	0

OPTIONAL QUESTIONS:

1. Which of the following best describes your reason for taking this and other courses in **PROGRAM**?

- Recommended by a counselor
- Recommended by a friend
- Other
- To meet general education requirements
- Offered at a convenient time

2. Compared to the beginning of the semester, your attitude about **PROGRAM** has

- Improved
- Remained the same
- Decreased

3. I would recommend taking courses in **PROGRAM**

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly Disagree

4. I plan on taking additional courses in **PROGRAM**

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly Disagree

5. Which of the following courses have you taken in ****PROGRAM**?

- A
- B
- C
- D
- E

6. In which of the following courses are you currently enrolled?

- A

B
C
D
E

Background Questions

1. How many units have you completed prior to this semester?

- 0-15
- 16-30
- 31-45
- 46-60
- 61 or more

2. In how many units are you currently enrolled?

- less than 5
- 5 to 8.5
- 9 to 11.5
- 12 or more

3. What is your final academic goal?

- Certificate
- AA/AS
- Bachelors
- Masters or higher
- Not certain

You may wish to ask about gender, ethnicity and other student characteristics although these data are available through our MIS data.

SECTION 5

INSTITUTIONAL DIRECTIONS

GOALS

OBJECTIVES

Strategic Plan is available on the Allan Hancock College myHancock portal:

<http://myhancockcollege.edu>

SECTION 6

PLAN OF ACTION

PRE-VALIDATION

DIRECTIONS FOR PLAN OF ACTION – PRE- AND POST-VALIDATION

Directions: Based on interpretations of the data that take into account different program faculty perspective within the program and constraints on available resources, what changes do you propose?

Use these questions as prompts to help develop the Final Plans of Action (Pre- and Post-Validation)

Student Learning Outcomes and Achievement Data

Improve Student Performance

- x What changes are needed to better accommodate new information about the learning process and student characteristics?
- x What changes facilitate communication among interested faculty/departments?
- x What changes reflect changing employment and enrollment trends?

Student Characteristics

Enrollment and Demographic Changes

- x Can the program accommodate current and anticipated changes in demand or enrollment?
- x How can the program accommodate significant current and anticipated changes in student demographics?

Educational Environment

Curricular/Co-Curricular Changes, Neighboring College and University Plans, and Community Plans

- x What specific changes in the curriculum are likely to improve student achievement and learning outcomes?
- x What changes are needed on classroom assessment and other important data gathering efforts?
- x What increasing or improving space and/or equipment are recommended for a changing student population and improving learning outcomes?

Resources

Facilities, Equipment, and Staffing

- x What personnel, space, equipment, supplies, and other resources will these changes require?
- x If any of these changes require funding beyond that already expected to be budgeted, how might the changes be funded?
- x Given constrained resources, what are your priorities for funding proposed changes? Provide in priority order.
- x How could the college support services (maintenance, LRC, bookstore, business services, computer services, etc.) better support learning opportunities for students in this program?

PLAN OF ACTION - PRE-VALIDATION Six Year

DEPARTMENT: _____ PROGRAM: _____

List below as specifically as possible the actions which the department plans to take as a result of this program review. Be sure to address any problem areas which you have discovered in your analysis of the program. Number each element of your plans separately and for each, please include a target date. Additionally, indicate by the number each institutional goal and objective which is addressed by each action plan. (See Institutional Goals and Objectives)

RECOMMENDATIONS TO IMPROVE STUDENT LEARNING OUTCOMES AND ACHIEVEMENT Theme/Objective/Strategy Number AHC from Strategic Plan TARGET DATE

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RECOMMENDATIONS TO ACCOMMODATE CHANGES IN STUDENT CHARACTERISTICS Theme/Objective/Strategy Number AHC from Strategic Plan TARGET DATE

<p>Enrollment Changes</p> <ol style="list-style-type: none"> 1. Work with English department to include a Writing Center assignment in courses within the first four weeks of the semester to bolster WC usage and improve students' reading and writing skills. (S22) 2. Provide professional development opportunities aimed at assisting ESL learners. (S22) 3. Institutionalize online tutoring services. (F21) 4. Scale-up the Writing Coach program (S22) 5. Collaborate with disciplines outside of English to create workshops. (S22) 6. Explore a tutoring component of the Promise program. (F22) <p>Tutorial Center:</p> <ol style="list-style-type: none"> 1. Pilot and then establish an embedded tutoring program through the ARC. (F22) 2. Expand max number of appointment hours from one to two hours per week (funding required to do so). (F22) 3. Institutionalize online tutoring services. (F21) 4. Expand services (and staffing) at the Lompoc Valley Center to offer equitable services. (S22) 5. Explore a tutoring component of the Promise program. (F22) 6. Increase tutor pay to attract and maintain quality tutors and to be able to offer a wider variety of subjects. (S22) <p>OACL:</p> <ol style="list-style-type: none"> 1. Hire staff to support students with learning computer software programs. (F22) 	<p>Goal SLS2: To support student access, achievement, and success.</p> <p>Goal SLS5: Nurture students. Convey a sense of caring where students' success is important and expected.</p> <p>Goal SLS6: Engage students. Actively involve students in meaningful and authentic educational experiences and activities inside and outside the classroom.</p>	<table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 10px;">1.</td><td style="width: 10px;">S2022</td></tr> <tr><td>2.</td><td>S2022</td></tr> <tr><td>3.</td><td>F2021</td></tr> <tr><td>4.</td><td>S2022</td></tr> <tr><td>5.</td><td>S2022</td></tr> <tr><td>6.</td><td>F2022</td></tr> <tr><td colspan="2"> </td></tr> <tr><td>1.</td><td>F2022</td></tr> <tr><td>2.</td><td>F2022</td></tr> <tr><td>3.</td><td>F2021</td></tr> <tr><td>4.</td><td>S2022</td></tr> <tr><td>5.</td><td>F2022</td></tr> <tr><td>6.</td><td>S2022</td></tr> <tr><td colspan="2"> </td></tr> <tr><td>1.</td><td>F2022</td></tr> </table>	1.	S2022	2.	S2022	3.	F2021	4.	S2022	5.	S2022	6.	F2022			1.	F2022	2.	F2022	3.	F2021	4.	S2022	5.	F2022	6.	S2022			1.	F2022
1.	S2022																															
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5.	F2022																															
6.	S2022																															
1.	F2022																															

<p>Demographic Changes</p> <ol style="list-style-type: none"> 1. Provide professional development in ESL strategies for WC and TC tutors. (S22) 2. Incorporate equity and diversity training as a component of tutor training. (F21) 3. Provide reading strategies training for WC faculty and TC tutors. (S22) 	<p>Goal SLS2: To support student access, achievement, and success</p>	<ol style="list-style-type: none"> 1. S2022 2. F2021 3. S2022
<p>Distance Learning:</p> <ol style="list-style-type: none"> 1. Develop more robust and comprehensive training program to match the needs of faculty and new distance education modalities 2. Develop and implement a local online peer review program (POCR) for CVC-OEI online course badging. 3. Provide support for implementation of departmental online course peer review 4. Facilitate and staff more time for TLC support and training in distance education modalities 	<p>Goal SLS2: To support student access, achievement, and success</p>	<ol style="list-style-type: none"> 1,2. S2022 3. ongoing 4. S2021

RECOMMENDATIONS TO IMPROVE THE

E
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AHC from Strategic Plan

TARGET DATE

Curricular Changes: TC: Remove PLO 3: <i>Students will gain knowledge of effective time management strategies.</i> Replace with <i>Students will gain confidence in their ability to succeed in their courses.</i> WC: Remove PLO 4: <i>Students will demonstrate improved confidence in the use of technology.</i>	Goal SLS2: To support student access, achievement, and success	F2022
Co-Curricular Changes		
Neighboring College and University Plans		
Related Community Plans		

RECOMMENDATIONS THAT REQUIRE
ADDITIONAL RESOURCES

Theme/Objective/
Strategy Number
AHC from Strategic
Plan

TARGET
DATE

<p>Facilities</p> <p>Distance Learning</p> <ol style="list-style-type: none"> Office for new position in L-215 and TLC 	<p>Goal SLS2: To support student access, achievement, and success.</p>	<ol style="list-style-type: none"> S2022
<p>Equipment:</p> <ol style="list-style-type: none"> Large screen TVs for tutoring room, Harvest Room, and LVC OACL (to replace outdated podiums) (F22) Charging stations for ARC and LVC OACL (F22) Software for WC paper review / paper drop-off option (F22) Print management software (F22) 	<p>Goal IR3: To enhance and maintain currency in technology usage/application in support of students and faculty, staff efficiency and operational effectiveness.</p>	<ol style="list-style-type: none"> F2022 F2022 F2022 F2022
<p>Staffing</p> <ol style="list-style-type: none"> Computer lab assistant for SM OACL (F22) Embedded tutoring support staff position (F22) LVC Tutorial/OACL Technician, FT (currently PT) (S22) Student worker for LVC (S22) WC Faculty at LVC (F22) <p>Distance Learning</p> <ol style="list-style-type: none"> Distance educational technical support/instructional designer 	<p>Goal SLS2: To support student access, achievement, and success.</p> <p>Goal SLS6: Engage students Actively involve students in meaningful and authentic educational experiences and activities inside and outside the classroom</p> <p>Goal SLS2: To support student access, achievement, and success.</p>	<ol style="list-style-type: none"> F2022 F2022 S2022 S2022 F2022 <ol style="list-style-type: none"> S2022

SECTION 7

VALIDATION PROCEDURES

PROGRAM REVIEW -- VALIDATION TEAM MEMBERS

TO: Academic Dean

Date: _____

From: _____

We recommend the following persons for consideration for the validation team:

DEPARTMENT _____ PROGRAM _____

Board Policy requires that the validation team be comprised of the dean of the area, one faculty member from a related discipline/program, and two faculty members from unrelated disciplines.

(Name) (Related Discipline/Program)

(Name) (Unrelated Discipline/Program)

(Name) (Unrelated Discipline/Program)

At the option of the self-study team, the validation team may also include one or more of the following: a. someone from a four-year institution in the same discipline; someone from another community college in the same discipline; a high school instructor in the same discipline; a member of an advisory committee for the program. Please complete the following as relevant to your program review.

(Name) (Title)

Affiliation: _____ Telephone Contact Number: _____

Address _____
(Mailing) City/State/Zip email address

(Name) (Title)

Affiliation: _____ Telephone Contact Number: _____

Address _____
(Mailing) City/State/Zip email address

(Name) (Title)

--

Affiliation: _____ Telephone Contact Number: _____

Address _____
(Mailing) City/State/Zip email address

APPROVED: _____ Date _____
Academic Dean

VALIDATION TEAM DUTIES

A program review involves the visitation, observation and analysis of a program/discipline by a team with the purpose of providing suggestions for improvement.

Duties of a Team Member

Pre-visit Responsibilities

1. Study the self-study report prepared by the faculty.

Visit Responsibilities

1. Meet with program/discipline faculty.
2. Examine teaching materials, supplies and equipment presently being used in the program.

Post-visit Responsibilities

1. Develop an executive summary of team findings and recommendations.

The Role of the Validation Team

The validation team has been selected to include professionals who can assist the program by reviewing the self-study and plan of action, then making comments and suggestions that will lead to program improvement. In addition to reviewing the materials included in the written packet, team members are asked to visit the facility which houses the program, talk with instructors and students in the program, and request any further information or materials which would be helpful in preparing the executive summary.

SECTION 8

EXECUTIVE SUMMARY

AND

PLAN OF ACTION

POST-VALIDATION

EXECUTIVE SUMMARY
(Validation Team Report)

1. MAJOR FINDINGS

Strengths of the program/discipline:

LRC:

- Focus on student success.
- WC and LRC coordinate with classes to support training and feedback for faculty and students.
- Innovation and adaptability: offering online tutoring and writing center options, moving workshops online.
- SuccessNet: tracking student usage and receiving faculty referrals.
- Student tutor training.

DL:

- Provides support for not only online courses but continues to expand support for face to face courses.
- Offers training that provides faculty to improve the quality of their course.
- Continued faculty-led peer review initiative even through the pandemic.

Concerns regarding the program/discipline:

Both:

- The Distance Learning and Learning Center Resources cover vastly different goals and needs, so the program review reads as two separate documents.

LRC:

- Need staffing and finances to support a campus-wide program.
- Need more specific student training for tutoring online.
- Need technology for student tutors to have functionality while tutoring, specifically for math and science.
- Need to create flexibility for student tutors to work remotely either from home or via soundproof areas of ARC.
- Securing tutors has been difficult either due to pandemic related issue with the workforce, but also lack of financial incentive.
- Need for more tutor recommendations from faculty.
- Need for outreach to students to use tutorial and writing center services.
- Need to increase the number of students using the Academic Resource Center.

DL:

- Needed staffing to support expanding programming.
- Needed expansion for pedagogical online training as well as more incentive for faculty participation.
- Needs modality expertise for multiple hybrid modalities.
- Need to differentiate between Distance Education and Canvas.

2. RECOMMENDATIONS

Both:

- Divide the Distance Learning and Learning Center Resources Program Review into two separate program reviews.

LRC:

- We recommend adding a permanent full-time classified position to the LRC to support the expansion of the program at the LVC campus.
- We recommend an increase to district funds to support the technology and software needed to expand the ARC into the remote modality.
- We recommend the district support both a sound-proof location on campus for online tutoring as well as the ability for tutors to work remotely.
- We recommend an increase to tutor incentives, including an increase in hourly rate and inclusion on the priority registration schedule.
- We recommend targeting department meetings, department chairs, and individual faculty to help identify tutors. We also recommend creating messaging directed at students to ask a faculty member to recommend them as a tutor.
- We recommend exploring incentives for students who use the ARC, for example the Promise program for students could include a specific number of hours or visits, Cooperative Work Experience (CWE) credit may be offered or tying use of ARC to early registration.

DL:

- We recommend restoring the audio-visual, multi-media services classified position to help address the concerns of classroom technology, especially with the expansion of online and face to face modalities.
- We recommend adding multiple faculty to the Distance Learning department through the use of reassigned time, because the faculty need to not only be versed in Distance Education learning requirements, but also need to understand Distance Education through a discipline lens.
- We recommend creating standard training for hybrid modalities.
- We recommend faculty and staff receive training that shows Canvas is different from Distance Education, because of the influx of face to face Canvas use.

VALIDATION TEAM SIGNATURE PAGE

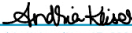
Andria Keiser

James Read

Alberto Restrepo

Elaine Healy

Fred Patrick

Signature: 
Andria Keiser (Nov 17, 2021 15:12 PST)
Email: akeiser@hancockcollege.edu

Signature: 
Alberto Restrepo (Nov 18, 2021 10:55 PST)
Email: arestrepo@hancockcollege.edu

Signature: *Fred Patrick*
Email: fpatrick@hancockcollege.edu

Signature: *James Read*
James Read (Nov 18, 2021 09:58 PST)
Email: jread@hancockcollege.edu

Signature: *E. Healy*
Email: ehealy@hancockcollege.edu

Signature: 
Email: mary.patrick@hancockcollege.edu

PLAN OF ACTION – POST-VALIDATION
(Sixth-Year Evaluation)

DEPARTMENT _____ PROGRAM _____

In preparing this document, refer to the Plan of Action developed by the discipline/program during the self-study, and the recommendations of the Validation Team. Note that while the team should strongly consider the recommendations of the validation team, these are recommendations only. However, the team should provide a rationale when choosing to disregard or modify a validation team recommendation.

Identify the actions the discipline/program plans to take during the next six years. Be as specific as possible and indicate target dates. Additionally, indicate by the number each institutional goal and objective which is addressed by each action plan. (See Institutional Goals and Objectives) The completed final plan should be reviewed by the department as a whole.

Please be sure the signature page is attached.

RECOMMENDATIONS TO IMPROVE DESIRED STUDENT OUTCOMES AND IMPROVE STUDENT PERFORMANCE	Theme/Objective/ Strategy Number AHC from Strategic Plan	TARGET DATE

RECOMMENDATIONS TO ACCOMMODATE CHANGES IN STUDENT CHARACTERISTICS	Theme/Objective/ Strategy Number AHC from Strategic Plan	TARGET DATE
<p>Enrollment Changes Writing Center</p> <ol style="list-style-type: none"> 1. Work with English department to include a Writing Center assignment in courses within the first four weeks of the semester to bolster WC usage and improve students' reading and writing skills. (S22) 2. Provide professional development opportunities aimed at assisting ESL learners. (S22) 3. Institutionalize online tutoring services. (F21) 4. Scale-up the Writing Coach program (S22) 5. Collaborate with disciplines outside of English to create workshops. (S22) 6. Explore a tutoring component of the Promise program. (F22) <p>Tutorial Center:</p> <ol style="list-style-type: none"> 1. Pilot and then establish an embedded tutoring program through the ARC. (F22) 2. Expand max number of appointment hours from one to two hours per week (funding required to do so). (F22) 3. Institutionalize online tutoring services. (F21) 4. Expand services (and staffing) at the Lompoc Valley Center to offer equitable services. (S22) 5. Explore a tutoring component of the Promise program. (F22) 6. Increase tutor pay to attract and maintain quality tutors and to be able to offer a wider variety of subjects. (S22) <p>OACL:</p> <ol style="list-style-type: none"> 1. Hire staff to support students with learning computer software programs. (F22) 	<p>Goal SLS2: To support student access, achievement, and success.</p> <p>Goal SLS5: Nurture students. Convey a sense of caring where students' success is important and expected.</p> <p>Goal SLS6: Engage students. Actively involve students in meaningful and authentic educational experiences and activities inside and outside the classroom</p>	<ol style="list-style-type: none"> 1. S2022 2. S2022 3. F2021 4. S2022 5. S2022 6. F2022 <ol style="list-style-type: none"> 1. F2022 2. F2022 3. F2021 4. S2022 5. F2022 6. S2022 <ol style="list-style-type: none"> 1. F2022
Demographic Changes		

<p>Writing Center:</p> <ol style="list-style-type: none"> 1. Provide professional development in ESL strategies for WC and TC tutors. (S22) 2. Incorporate equity and diversity training as a component of tutor training. (F21) 3. Provide reading strategies training for WC faculty and TC tutors. (S22) 	<p>Goal SLS2: To support student access, achievement, and success</p>	<ol style="list-style-type: none"> 1. S2022 2. F2021 3. S2022
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RECOMMENDATIONS TO IMPROVE THE EDUCATIONAL ENVIRONMENT	Theme/Objective/ Strategy Number AHC from Strategic Plan	TARGET DATE
<p>Curricular Changes</p> <p>TC:</p> <p>Remove PLO 3: <i>Students will gain knowledge of effective time management strategies.</i></p> <p>Replace with <i>Students will gain confidence in their ability to succeed in their courses.</i></p> <p>WC:</p> <p>Remove PLO 4: <i>Students will demonstrate improved confidence in the use of technology.</i></p> <p>Distance Learning:</p> <p>Develop more robust and comprehensive training program to match the needs of faculty and new distance education modalities</p> <p>Develop and implement a local online peer review program (POCR) for CVC-OEI online course badging.</p> <p>Provide support for implementation of departmental online course peer review</p> <p>Facilitate and staff more time for TLC support and training in distance education modalities</p>	<p>Goal SLS2: To support student access, achievement, and success</p>	<p>F2022</p>
<p>Co-Curricular Changes</p>		
<p>Neighboring College and University Plans</p>		
<p>Related Community Plans</p>		

RECOMMENDATIONS THAT REQUIRE ADDITIONAL RESOURCES

**Theme/Objective/
Strategy Number
AHC from
Strategic
Plan**

**TARGET
DATE**

<p>Facilities</p> <ul style="list-style-type: none"> • Sound-proof spaces for online tutoring • Office for new position in L-215 and TLC 	<p>Goal SLS2: To support student access, achievement, and success.</p>	<p>Fall 2023</p>
<p>Equipment</p> <ul style="list-style-type: none"> • Funding to support technology and software for remote tutoring. • Large screen TVs for tutoring room, Harvest Room, and LVC OACL (to replace outdated podiums) (F22) • Charging stations for ARC and LVC OACL (F22) • Software for WC paper review / paper drop-off option (F22) • Print management software (F22) 	<p>Goal IR3: To enhance and maintain currency in technology usage/application in support of students and faculty, staff efficiency and operational effectiveness.</p>	<p>Fall 2022</p>
<p>Staffing</p> <ul style="list-style-type: none"> • Hire a full-time classified Tutorial/OACL position at the LVC • Hire a computer lab assistant for SM OACL (F22) • Hire an embedded tutoring support staff position (F22) • Hire a LVC Tutorial/OACL Technician, FT (currently PT) (S22) • Hire a Student worker for LVC (S22) • Hire a PT WC Faculty at LVC (F22) 	<p>Goal SLS2: To support student access, achievement, and success. Goal SLS6: Engage students Actively involve students in meaningful and authentic educational experiences and activities inside and outside the classroom</p>	<p>Fall 2022</p>

**VALIDATION TEAM RECOMMENDATIONS
Disregarded or modified (if appropriate)**

REASON

ACTION/CHANGE/EE

<p>Recommendation</p> <ul style="list-style-type: none"> • Hire a permanent full-time classified position to the LRC to support the expansion of the program at the LVC campus. 	<p>To provide equity between campus and serve more students.</p>	<p>Fall 2022</p>
<p>Recommendation</p> <ul style="list-style-type: none"> • Increase district funds to support the technology and software needed to expand the ARC into the remote modality. 	<p>Remote tutoring is successful and allows the tutorial and writing centers to increase access.</p>	<p>Fall 2022</p>
<p>Recommendation</p> <ul style="list-style-type: none"> • Support both a sound-proof location on campus for online tutoring as well as the ability for tutors to work remotely. 	<p>Remote tutoring on Zoom requires a quiet space to allow tutor and tutee to</p>	<p>Fall 2023</p>

	better hear each other. The current TC tutoring facilities are often noisy.	
Recommendation <ul style="list-style-type: none"> Implement tutor incentives, including an increase in hourly rate and inclusion on the priority registration schedule. 	To attract more tutors to cover all tutoring requests, and ultimately serve more students.	Spring 2023
Recommendation <ul style="list-style-type: none"> Target department meetings, department chairs, and individual faculty to help identify tutors. We also recommend creating messaging directed at students to ask a faculty member to recommend them as a tutor. 	To increase tutor applicant pool and hire more tutors to cover the demand.	Fall 2022
Recommendation <ul style="list-style-type: none"> Explore incentives for students to access ARC tutoring, for example the Promise program for students could include a specific number of hours or visits, Cooperative Work Experience (CWE) credit may be offered or tying use of ARC to early registration. 	To encourage use of tutoring services.	Fall 2022

PLAN OF ACTION – Post-Validation

Review and Approval

Plan Prepared By

Elaine Healy

Date: 12/15/2021

Fred Patrick

Date: 12/15/2021

Date: _____

Date: _____

Date: _____

Reviewed:

Department Chair*

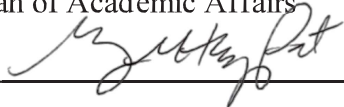
N/A

Date: _____

*Signature of Department Chair indicates approval by department of Plan of Action.

Reviewed:

Dean of Academic Affairs



Date: 1/7/2022

Vice President, Academic Affairs


Robert Curry (Feb 14, 2022 09:41 PST)

Date: Feb 14, 2022






Program Review--DLARC FY 20-21-Final

Final Audit Report

2022-02-14

Created:	2022-02-14
By:	Lisa Gutierrez (lisa.gutierrez@hancockcollege.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAApOhIT5pWZAGeQPIUWz_Vpvn1R9Xe3xOg

"Program Review--DLARC FY 20-21-Final" History

-  Document created by Lisa Gutierrez (lisa.gutierrez@hancockcollege.edu)
2022-02-14 - 5:14:09 PM GMT- IP address: 209.129.94.61
-  Document emailed to Robert Curry (rcurry@hancockcollege.edu) for signature
2022-02-14 - 5:14:40 PM GMT
-  Email viewed by Robert Curry (rcurry@hancockcollege.edu)
2022-02-14 - 5:41:32 PM GMT- IP address: 209.129.94.61
-  Document e-signed by Robert Curry (rcurry@hancockcollege.edu)
Signature Date: 2022-02-14 - 5:41:47 PM GMT - Time Source: server- IP address: 209.129.94.61
-  Agreement completed.
2022-02-14 - 5:41:47 PM GMT

SECTION 9

EVALUATION OF PROCESS

PROGRAM REVIEW

SUGGESTIONS FOR IMPROVING THE PROCESS

Complete at the end of the process and return to the Academic Senate president.

I participated in the Program Review Process as:

1. a writer of a self-study _____
2. a member of a validation team _____
3. other (specify) _____

Suggestions for Improvement:

SECTION 10

ANNUAL UPDATE

**Allan Hancock College Program Review
2015-16 Annual Update**

Program and Department:	
Date submitted:	
Submitted by:	

SLOS report update

Revised Plan of Action

The Annual Update is conducted by all programs at the college and consists of an analysis of changes affecting the program as well as significant new funding needs for staff, resources, facilities, and equipment. It should be submitted or renewed every year by the end of the second week in April in anticipation of budget planning for the following year, which begins at the planning retreat in November. *Note that if there is no change from the previous year, you may simply resubmit the information in that report (or any portion that remains unchanged) from the prior year.

Programs and units should support their planning efforts with quantifiable data, conduct appropriate analyses, and make supportable conclusions. For your use, standardized IT data reports will be provided and sent to departments under separate cover. You may also report on your own internally-generated data. Labor market data is required for all vocational programs at least every two years.

Place your responses in the expandable text boxes below each question.

I. Program Mission (must align with college mission)

Describe the need that is met by the program or the purpose of the program. (Sample: *The Health, Physical Education, and Recreation Division is*

committed to providing excellent education opportunities to our students for their affective, cognitive and psychomotor development as they pursue sport, recreation, physical education, health education and wellness. We will encourage our students to further and sustain their individual endeavors toward the regular, lifelong pursuit of physical activity and a healthy lifestyle.) In addition, for vocational programs only, data must show need and that the

program does not represent an unnecessary duplication of other vocational or occupational training programs in the area.”

II. Progress on Comprehensive Program Review Final Plan of Action

Review the final plan of action (post validation) from the last comprehensive program review and any previous annual updates. Summarize the progress the program has made on recommendations targeted for this last year as well as any outstanding or incomplete items from previous years. What is the status of these recommendations? Include the original target date, action taken and results, and reasons for any changes.

III. Program SLOs/Assessment

- Check here if any SLO's have changed since the last comprehensive program review and/or update.
What are your program student learning outcomes? Which of these have been assessed since the last comprehensive program review and/or update? How are they measured? What did the assessment data indicate about the strengths and weaknesses of your program? What changes have you made/do you plan based on these data? (You should report assessment information on page 4.)

IV. Course SLOs/Assessment

- Check here if any SLO's have changed since the last comprehensive program review and/or update.
What are your course student learning outcomes? Which of these has been assessed since the last comprehensive program review and/or update? How are they measured? What did the assessment data indicated about the strengths and weaknesses of your program? What changes have you made/do you plan based on these data? (You should report assessment information on page 4.)

V. Internal/External Conditions

What external conditions have influenced the program in the past year? Have there been disciplinary or regulatory changes, changes in technology, advisory board recommendations, employer, or accreditation recommendations, demographics, labor market analyses, articulation changes, etc.? Summarize the major trends, challenges, and opportunities that have emerged in the program since the last comprehensive

annual update.

program
review and /or

What internal conditions that have influenced the program in the past year? What are the program success and retention rates? (Include certification exam rates, if appropriate.) Degrees and certificates awarded? Have there been trends in SLOs/assessment or IT data; changes in technology, budget, staffing or resources; enrollment management or facilities issues; etc.?

VI.a. Update to Final Action Plan

If you change or modify a previous recommendation, provide an explanation for the change and a new target date. For new recommendations, provide target dates and data for support. For all items, show how they are related to assessment results where possible and provide approximate costs for resources requested. Resources may include budget, facilities, staffing, research support, professional development, marketing, etc. Not all recommendations will require resources. (Plan may cover period up to the next scheduled comprehensive program review.)

2013-14 PROGRAM REVIEW

VI.b. Revised - Plan of Action (Annual Update)

During the academic year, _____, _____ completed program review. The self-study and validation teams developed a final plan of action-post validation based on information in the self study and the recommendations of the validation team.

(If any plan was made and action not taken, please state the rationale for not pursuing that particular item. If action was delayed or postponed, provide an explanation and a new target date.)

CHANGES AND MODIFICATIONS

<u>PLAN OF ACTION</u>	<u>ACTION TAKEN, RESULT AND STATUS</u>

ADDITIONS

<u>PLAN OF ACTION</u>	<u>TARGET DATE</u>

RESOURCES NEEDED (Be sure there is sufficient justification and data contained in the narrative to support each of the items on your list.)

<u>TYPE OF RESOURCE</u>	<u>LINE NO./SPECIFIC RESOURCE</u>	<u>APPROXIMATE COST</u>
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<u>Facility Needs</u>		
<u>Technology Needs</u>		
<u>Staffing Needs</u>		
<u>Equipment (non-technology)</u>		
<u>Other Resources</u>		



Program: _____ page

of _____

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Annual Update

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