



Administrative Program Review
<Year> Annual Update

Table with 2 columns: Program / Department, Learning Resources, Date submitted, Submitted by.

Outcomes Assessment Report []

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.

Programs and units should support their planning efforts with quantifiable data, conduct appropriate analyses, and make supportable conclusions.

I. Program Purpose (must align with college mission)

Describe the need that is met by the program or the purpose of the program.

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 on Comprehensive Program Review Final Plan of Action

Summarize the progress the program has made on recommendations, including the status of any incomplete items.

Distance Learning

1). Develop and conduct training workshops for faculty on tools and techniques that provide improved online instructor-initiated contact and student feedback.

Original target date: Fall 2016

Action taken and results: In the fall of 2017, the program offered more than a dozen professional development sessions on topics including how to use Canvas, how to improve regular and substantive contact, and distance education guidelines and policies. Unfortunately, these sessions were poorly attended. 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 (Wednesdays and Thursdays from 9am to 10am and 2pm to 3pm) We also encourage faculty to set up appointments for other times if they can't attend during the open office hours. We are looking to create online content and videos that will provide support for faculty to meet their training needs.

2) Develop online training modules for basic online teaching proficiency

Original target date: Spring 2015

Action taken and results: Completed Fall 2016.

3) Provide student support and after-hours instructor support

Original target date: Spring 2015

Action taken and results: Completed Fall 2017

4) Explore strategies to improve outcomes for online math students

Original target date: ongoing

Action taken and results: The new CMS, Canvas, is 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.

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 compare to the other DL course that I teach 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.

5) Develop a list of Open Educational Resources for faculty and train on how to use

Original target date: Fall 2016

Action taken and results: Intellus was purchased as faculty are using it to provide OERs for their classes. The zero-cost textbook grant is underway and about 20 faculty are developing OER courses. We will be offering training for Intellus in Fall of 2018.

6) Re-evaluate the current course management system for cost effectiveness

Original target date: Fall 2016

Action taken and results: We are currently in year two of the move to Canvas. Most faculty and students report being pleased with its functionality and ease of use. The mobile app is popular with students and more instructors are using it. It continues to be paid for by the Chancellor's Office. It appears to be our best choice for a LMS currently.

7) Increase DL staff to meet the demands of the distance learning program

Original target date: Spring 2016

Action taken and results: The Distance Learning staff continues to support all of the online courses. What has taken a majority of their time is working with faculty on on-ground classes with faculty who are using Canvas for their F2F courses. The adoption of the use of Canvas in F2F has put a tremendous strain on the staff. Additional staff to help support this campus wide adoption of technology in F2F classes will be necessary to provide adequate support and training to our instructors who use online technology.

Open Access Computer Lab Open Access Computer Lab

1) Investigate strategies to reduce complaints about noise in the OACL

Original target date: Fall 2015

Action taken and results: Noise cancelling headphones under consideration. The campus nurse states traditional cleaning methods (alcohol wipes) do not kill head lice. One proposal is to sell inexpensive headsets or earbuds. LVC has two sets of noise cancelling headphones for student check-out and 15 pairs of headphones for student check-out. The SM OACL has three pairs of headphones for student check-out. The TC/OACL will advertise headphones and study rooms as an option for students who desire quiet study.

The OACL has not received noise complaints this year.

2) Work with Institutional Research to capture more data from lab users

Original target date: Spring 2015

Action taken and results: The ARC coordinator and staff are researching software options to more accurately track student usage of the OACL. Currently in Santa Maria all tracking is done through a paper and pencil sign-in sheet located at the front entrance of the ARC. We are also working with Institutional Effectiveness to measure the impact of OACL usage on student success.

The OACL implemented SARS Trak in fall 2018 to track student usage. The usage reports are attached to this review. We hope to use these data to work with Institutional Effectiveness to measure the impact of OACL usage on student success.

3) Increase access to technologies students need (Apple, touch screens, etc.)

Original target date: Ongoing

Action taken and results:

Summer 2016. Touch screens for Santa Maria OACL installed spring 2016.

Fall 2016: 15 new large-monitor computers were installed in LVC OACL;

Fall 2017:

- Optilec Clearview digital magnifier with speech recognition for LAP students added in both OACLs.
- All 50 LVC OACL computers upgraded to Win 10 which slowed processing speeds.

Spring 2018: 34 LVC OACL computers were designated as obsolete by IT. There are plans to upgrade 16 LVC OACL computers with SSD drives and 4 Gigs of RAM by summer 2018.

The OACL installed a digital display behind the front counter to make students aware of ARC events and the tutorial drop-in tutoring schedule. In spring 2019, we implemented orientations to the ARC for all English classes and PD classes. We plan to continue these orientations and make them accessible to all classes across campus. To support these

orientations, we have requested a computer and large-screen TV that will permanently hang on the wall of the OACL.

4) Make use of social media for outreach and marketing

Original target date: Ongoing

Action taken and results: Staff is in the process of updating the OACL/Tutorial Center website, and is working with Public Affairs to develop marketing materials. The marketing plan includes advertisements for ARC services on AHC social media sites as well as a brochure, posters, fliers, and video. In person outreach to campus will continue in fall 2019 with visits to department meetings, classes, student programs, and college events.

In fall 2018 and spring 2019, the ARC began social media accounts for each of its services—Instagram and Facebook accounts for the Writing Center and Tutorial/OACL. We also introduced regular all student and all faculty emails to market activities and services. In fall 2018 and spring 2019, we developed flyers, brochures, and bookmarks for the Writing Center and ARC's services. In addition, we offered class orientations to 38 ENGL classes, and seven PD classes; presented at department chairs, PT faculty orientation, counseling and academic department meetings, and participated in outreach events—Bow-WOW, Hancock Hello, and monthly Writing Center Pop-Up events.

5) Increase funding for marketing, workshops, and training:

Target Date: Ongoing.

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 and diversify its services to engage more students. This will require additional funding to provide workshops and publicity.

In addition, Writing Center faculty have traditionally not had access to professional development/training, but we believe that well-trained faculty who can provide a quality service to students, will be the best strategy to encourage students to return to the Writing Center, and to engage new students.

Tutorial

Tutorial Services:

1) Pursue online tutoring funded by the district

Original target date: Fall 2015

Action taken and results: Basic Skills Initiative (BSI) funding supported Smarthinking and Net Tutor for spring, summer, and fall 2017, and spring 2018. We expect to continue receiving BSI funding through 2018-2019. Additional grant funds from 3SP provided supplemental funds that increased the number of Drop In tutor hours at LVC.

In 2018-2019, we received funding for online tutoring through basic skills.

2) More access to technologies students need (Apple, touch screens, etc.)

Original target date: Ongoing

Action taken and results: See OACL "More access to technologies"

No changes

3) Make more use of social media for outreach and marketing

Original target date: Ongoing

Action taken and results: No new social media has been added since a Library Guide was established in 2015 for LVC Tutorial. The existing LibGuide is updated regularly with LVC Drop-In tutoring hours weekly during Fall and Spring. The URL is listed on the LVC trifold brochure. A LibGuide is in place for adding Santa Maria Tutorial's information when staff time permits.

2018: Staff is in the process of updating the OACL/Tutorial Center website, and is working with Public Affairs to develop marketing materials. The plan includes advertisements for the ARC services on AHC social media sites.

2018-19: In fall 2018 and spring 2019, the ARC began social media accounts for each of its services—Instagram and Facebook accounts for the Writing Center and Tutorial/OACL. We also introduced regular all student and all faculty emails to market activities and services. In fall 2018 and spring 2019, we developed flyers, brochures, and bookmarks for the ARC's services.

Writing Center:

1) Reduce wait time by pursuing appropriate staffing levels

Original target date: Ongoing

Action taken and results: Although we have reduced wait lists in spring 2017, for fall 2017 instructors' hours are being reduced due to the decrease in remedial classes taught. In spring 2018, a full-time, temporary faculty coordinator was hired to oversee the ARC services—Writing Center, OACL, and Tutorial Services. Fewer basic skills level English courses were scheduled in fall 2017, which reduced wait list times.

2018-19: In fall 2018, the English department reduced 500-level course offerings; by spring 2019, these courses were eliminated in accordance with AB705. These changes reduced Writing Center usage (see attached data) and eliminated wait times. Survey to writing center students at the end of fall 2018 showed that wait times were not a large concern.

2) More access to technologies students need (Apple, touch screens, etc.)

Original target date: Ongoing

Action taken and results: The Writing Center acquired two Apple computers for student use in fall 2016. A scanner for student use was also purchased. However, print management software is still needed to eliminate excessive printing.

The ARC coordinator and Writing Center staff are exploring print management software options.

In order to better serve students during Writing Center orientations and forthcoming writing skills workshops, we are requesting a projector/big screen and laptop.

2018: In spring 2019, we expect to purchase a computer and large screen TV for class orientations. When class orientations are not in session, the TV will be used as a digital display. IT Services is exploring print management options for the campus, which will also serve the Writing Center, Tutorial and OACL.



III. Program Assessment

- Check here if any SAOs have changed since the last comprehensive program review and/or annual update.

What are your program service area outcomes? Which of these have been assessed since the last comprehensive program review and/or annual 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? (*See Administrative Service Area Outcomes SAOs Assessment Report form on last page*)

Distance Learning

PLO 1: Provide effective training opportunities for faculty teaching distance education courses.

PLO 2: Assist students with readiness for distance education through a comprehensive and informative distance education web page.

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

PLO 4: Provide technology integration of LMS to support efficiency and production for instructional needs, tracking, and reporting.

Open Access Computer Lab *Student survey administered in LVC and OACL with full results in Appendix – OACL. Surveys have been inconsistent in the SM OACL, but with full-time staff in place, we expect to consistently distribute surveys in the OACL in the upcoming year and report more complete data in the next program review.*

PLO 1. Student will use the OACL to complete school assignments.

26 of 30 LVC students surveyed agreed/strongly agreed to PLO1, consistent in agreement with last year's survey results.

PLO 2. Students use the OACL to improve computer skills.

28 of 30 LVC students surveyed somewhat agree/agreed/strongly agreed to PLO2. Findings are similar to last year's survey results

PLO 3. Student will find the OACL staff courteous and helpful.

25 of 30 LVC students surveyed agreed/strongly agreed to PLO3, similar to last year's survey results.

PLO 4. Students will/locate the software they need for assignments in the OACL.

24 of 30 LVC students surveyed agreed/strongly agreed to PLO4. Findings are similar to last year's survey results.

Tutorial Services *Student survey administered in LVC Tutorial with full results in Appendix - Tutorial*

PLO 1. Students will improve their ability to effectively develop and ask appropriate subject matter questions. *27 of 27 LVC students surveyed agreed.*

PLO 2. Students will improve their ability to utilize effective study skills. *27 of 27 LVC students surveyed agreed.*

PLO 3. Students will gain knowledge of effective time management strategies. *26 of 27 LVC students surveyed agreed.*



Writing Center

PLO 1. (Operational): 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.

2018: Writing Center survey results are attached and show that most students (88 - 100%) feel that the lab is an accessible, comfortable, and supportive environment.

PSLO 2. (Instructional): Developmental English and English as a Second Language students will demonstrate improved writing at the sentence, paragraph, and/or essay level.

2018: Writing Center survey results are attached and show that most students (90 - 100%) feel that the lab is an accessible, comfortable, and supportive environment.

PSLO 3. (Instructional): Students will demonstrate improved confidence in their writing ability.

2018: Writing Center survey results are attached and show that the majority of students (92%) feel more confident in their writing ability.

PLO 4. (Instructional): Students will demonstrate improved confidence in the use of technology.

2018: Writing Center survey results are attached and show that most students (83%) feel more confident in their writing ability.

IV. Internal/External Conditions

What external conditions have influenced the program in the past year? Have there been regulatory changes, changes in technology, accreditation recommendations, demographics, labor market, or other changes? Summarize the major trends, challenges, and opportunities that have emerged in the program since the last comprehensive program review and /or annual update.

Distance Learning

The effect of the Online Education Initiative (OEI) continues to affect our program. In March of 2018 we submitted an application to join the OEI. We should find out by May of 2018 if we have been selected. If we are accepted, we are to have a goal of having around 17 courses on the exchange for the first year and 34 for the second year. We have a couple of courses that have already gone through the process of qualifying as exchange ready. We will need to develop a local peer review process for our courses we would like to have on the exchange. We have two people who have gone through the training and can help set up the process here at the district. The ability to have courses on the exchange will have an impact on the program, with it potentially expanding our online program.

Last semester the Academic Senate vote to recommend the OEI's course design rubric for best practice in course design. We are using the rubric as a standard to create a peer review process that will ensure regular and substantive faculty initiated contact in our online and hybrid courses. A pilot group of about 20 faculty have been reviewing the rubric and are meeting to discuss what would be the best possible process to peer review courses on their departments.



California has been slow to enact legislation for us to join the State Authorization Reciprocity Agreements (SARA). It failed once again this year to pass anything. It is hoped that it will pass legislation next year. However, we now have agreements with more than 40 states. We are well ahead of most schools in securing these agreements.

Open Access Computer Lab

As we seek to engage more students on campus, we need to update and modernize the services provided by the OACL. We are seeking funding for charging stations and a presentation/speech room outfitted with current equipment for practicing presentations.

Tutorial: With the introduction of AB 705, we expect that tutoring will play a more prominent role in student success, as an increased number of students who would have traditionally enrolled in basic skills level courses will now enroll in transfer-level or degree applicable coursework. We expect this new placement model will prompt more students to seek additional support from tutorial services. Given the currently limited budget for tutorial services, increased usage will require additional funding. In addition, we anticipate the need for more extensive outreach to students. This will require marketing and outreach, and coordination with counseling and programs across campus to ensure that the students who are most in need of tutoring are aware of the services and invited to the center. In fall 2018, the tutorial center will re-introduce a tutor training program and a noncredit or credit tutor training course to enhance the quality of services provided to students, and ultimately increase student success. The center will also schedule a noncredit supervised tutoring course, which we expect will increase the funding available to the college to support tutoring services.

2018: In fall 2018, we offered six hours of tutor training, and expect to continue tutor training in the future. With the re-interpretation of the current guidelines regarding collecting apportionment for tutoring, which allows us to collect apportionment for all courses in which students are strengthening the basic skills needed to succeed in transfer level courses, we expect to implement the supervised tutoring course in fall 2019. Collecting apportionment will require us to review our processes including implementing a referral system, enrolling all students who receive tutoring services into the noncredit supervised tutoring course, and tracking positive attendance for tutoring. This will require additional staff time and new processes.

Writing Center: Currently, the primary users of the Writing Center's services are students enrolled in basic skills level courses who are required to spend one hour per week in the center. As we prepare for the implementation of AB705, the Writing Center will work with the English department to identify ways to support all students' writing and reading skills when this legislation is fully implemented in fall 2019.

2018: In accordance with AB705, the English department eliminated all 500-level courses in spring 2019. The challenge moving forward is to continue to get students to use the Writing Center and to see the value in it since it is no longer a requirement. We have increased our marketing dramatically and plan to continue to do so for 19-20.

What internal conditions have influenced the program in the past year? Have there been trends in SAOs/assessment data; changes in technology, budget, staffing or resources; facilities issues; etc.?



Distance Learning

We are now moving into our second year of using Canvas. We have received mostly positive feedback from faculty and students. There are a couple of features we lost when moving to Canvas. One is the ability to sort questions in the quiz feature, and another is lost functionality in the discussion feature. Most of these features are for faculty creation and grading. Recently new apps available for Canvas will add this functionality.

For years the discussion for program success and retention rates revolved around the gap between online and F2F rates here at Hancock. Distance Learning committee began to discuss looking at different more similar data to compare. The group first looked at Hancock online success and retention data and compared it to the state online averages. Looking at the data in aggregate, there still was a gap. The gap was smaller, about 5%, but there was still a gap. We decided than to disaggregate the data and compare it discipline to discipline. What we found out is when we disaggregate the data, the gap disappears and we are actually a slight fraction higher than the state average. We found it very helpful to disaggregate the data and compare program to program. Other discussions to address the recommendation from accreditation have kept us from looking at the data over the last year, but we plan to get back to a regular discussion of the success and retention numbers of the program.

Distance learning encompasses the support of all computer mediated instruction and communication within the LMS. As more and more instructors use technology to augment their instruction, the number of courses we support steadily grows. Our two technical specialists spend as much or more time on support of F2F courses than they do for online or hybrid courses. We support almost 200 online and hybrid courses a semester. We also suppose about 600 to 700 F2F courses that use Canvas to supplement their courses. This has created a strain on the resources we can provide to help support quality instruction. It would be extremely helpful to the program to include the help of a full time instructional design specialist and trainer.

Open Access Lab: A temporary, full-time faculty coordinator was hired in January 2018 to oversee the ARC—Writing Center, Tutorial, and OACL. In addition, a permanent, classified staff was hired in March 2018—an OACL/Tutorial Technician. An LVC tutorial technician part-time staff was added in Fall 2017.

Tutorial:

A temporary, full-time faculty coordinator was hired in January 2018 to oversee the ARC—Writing Center, Tutorial, and OACL. In addition, a permanent, classified staff was hired in March 2018—an OACL/Tutorial Technician. With a full-time faculty in place, we plan to launch a tutor training program in fall 2018, and implement the noncredit supervised tutoring course, which will allow us to collect apportionment for tutoring of basic skills classes. The coordinator is reviewing processes of all services offered in the ARC to improve efficiency and student success.

SmartThinking, the online tutoring program, is used primarily by English classes. Net Tutor is available through Canvas.

Scheduled and drop-in tutoring continues in Santa Maria while LVC Tutorial provides only drop-in tutoring only.



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 semester	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018
0-5 hours	42	37	45	30	51	38	39
6-10 hours	3	4	5	1	1	6	4
11-20 hours	3	4	2	5	1	2	2
21 or more hours	3	5	2	2	2	2	6

Though the number of students using **LVC** Drop-in tutoring remains mostly consistent with the past year, although there was a notable increase in tutoring hours in fall 2018 that we attribute to being able to offer tutoring during Science lab times, which we haven't 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

For Santa Maria Tutorial Center:

Semester	Tutoring Hours
Fall 2018	1,547
Spring 2018	1,525
Fall 2017	1,823
Spring 2017	1,024
Spring 2012*	4,398

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 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 Fall 2018.

	Summer '16	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018
Drop-in ESL		104	75	51	47	59
Drop-in Math	129	125	157	292	185	17*



Drop-in English	44	123	123	272	159	197
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* One tutor lost his log sheets, so we do not have accurate data for math drop-in tutoring. We have created a new system that backs up all data regularly.

	Fall 2015	Spring and Fall of 2016 (combined)	Spring 2017 (to date)	Fall 2017	Spring 2018	Fall 2018
Number of courses tutored	15 plus "alt" at 36	33 plus "alt" at 126	53 plus "alt" at 6	56	78	51
Number of visits	479	1,390	593	1,823*	1,525	1,547

"Alt" refers to a tutoring visit which was not entered for a particular subject. 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
Math	439	475	261 / 431*	568	711	413
English	None	283	95 / 159*	189 (+25 ESL)	240	252
Science	2	397	107 / 192*	219	187	163

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

Writing Center:

In spring 2018, the college hired a new full-time instructional assistant and a temporary faculty coordinator. The faculty coordinator oversees the Writing Center and the OACL/Tutorial Center. In fall 2018, the WC will offer a new noncredit Reading and Writing Lab. This lab will open the Writing Center's services to students in all disciplines. The center will also launch an outreach campaign directed at students and faculty in all disciplines to spread the word about its services. As noted above, the Writing Center is working with the English department to identify ways to support students once AB 705 is fully implemented in fall 2019.

Update 2018-2019: Because of the elimination of 500-level courses and a required Writing Center component, the Writing Center will need to continue to heavily promote its services and diversify its services to engage more students. This will require funding to provide workshops and additional publicity.

Semester	Tutoring Hours
Fall 2018	11,338*
Spring 2018	9,045
Fall 2017	11,600
Spring 2017	11,458



* 3,885 of these hours were generated by the new BASK 7015 course offered for the first time in fall 2018.

V. 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.)

Distance Learning
Open Access Computer Lab
Tutorial
Writing Center:

VI. Revised - Plan of Action (Annual Update)

The last comprehensive program review was completed 2013-14 <date>.
 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

RECOMMENDATIONS FROM PLAN OF ACTION	ACTION TAKEN, RESULT AND STATUS
Distance Learning	
Open Access Computer Lab	
Tutorial	
Writing Center	

ADDITIONS

PLAN OF ACTION	TARGET DATE
Distance Learning	
Multimedia	
Open Access Computer Lab	
Tutorial	
Writing Center	



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

TYPE OF RESOURCE	SPECIFIC RESOURCE	APPROXIMATE COST
Facility Needs <u>Distance Learning</u> <u>Open Access Computer Lab</u> <u>Tutorial</u> <u>Writing Center</u>		
Technology Needs <u>Distance Learning</u> <u>Open Access Computer Lab</u> – -- LVC OACL 35 student computers obsolete --Login computer/scanner --Print management software (WC and OACL, both SM/LVC) --Charging Station (SM) --Presentation room with computer, screen, zoom software for distance tutoring sessions. (SM) <u>Tutorial</u> Laptop for distance tutoring, student check out, and for outreach. <u>Writing Center</u> projector/big screen and laptop for orientations, workshops, and announcements. Laptop for check out and for outreach.	<u>Distance Learning</u> Windows computer Printer (TLC) <u>OACL:</u> LVC - Replace 35 obsolete computers --SM/LVC: Touch screen computer and barcode scanner for OACL sign-in -- Charging Station --Presentation room with computer, screen, zoom software for distance tutoring sessions. <u>Tutorial:</u> Laptop -- <u>WC/OACL:</u> Print management software <u>WC:</u> projector/big screen and laptop for orientations, workshops, and announcements. laptop	<u>DL.</u> computer \$1,200 Printer \$500 <u>OACL:</u> LVC OACL - \$1,200 x 35 = \$42,000 SM/LVC \$1,400 x 2 = \$2,800 \$600 (charging station) \$4,200 (presentation room) <u>WC/OACL:</u> \$5,000 <u>WC:</u> \$4,200 \$1,285
Staffing Needs <u>Distance Learning</u> <u>Open Access Computer Lab</u> <u>Tutorial</u> <u>Writing Center</u>	<u>Distance Learning</u> Full time DE instructional design/trainer	DL. \$80,000 annual



	<p>OACL/TC/WC: Make permanent the ARC faculty coordinator position.</p> <p>Restructure lab assistant position to ARC assistant to provide cross-functional support for the ARC including clerical duties and back-up support for tutorial front counter.</p>	<p>OACL/TC/WC: \$80,000 annual (faculty position) \$7,000 (additional funding for reclass of day-time)</p>
<p>Equipment (non-technology) <u>Distance Learning</u></p> <p><u>Open Access Computer Lab</u> LVC OACL has 35 obsolete computers</p> <p><u>Tutorial</u></p> <p><u>Writing Center</u> Color printer for student use</p>	<p><u>Tutorial</u> OACL. LVC replace 20 chairs</p> <p><u>WC:</u> Color printer for student use</p>	<p><u>Tutorial:</u> 20 x \$325= \$6,500</p> <p><u>WC:</u> \$500</p>
<p>Other Resources <u>Distance Learning</u></p> <p><u>Open Access Computer Lab</u> <u>Tutorial</u> <u>Writing Center</u></p>	<p><u>OACL/WC/TC:</u> Funding for marketing materials (design and print)</p>	<p><u>OACL/WC/TC:</u> \$2,000</p>

**Program Review Annual Update
Administrative Service Area Outcomes (SAOs) Assessment Report**

Program / Department: _____

Use one row for each SAO



Program Intended Outcomes	Assessment Method(s)	Findings	Action Plan



Appendix A

SARS OACAL Usage Report by Application

08/20/2018 - 12/31/2018				
Total	Unduplicated			
Application	Total Visits	Hours	Mins	Students
OACL - SM	3231	3739	33	686
Date: 4/10/2019 2:20:40 PM	Page: 1			



Appendix B

LVC Tutorial Center Tutee Survey Fall 2018 - 15 surveys

Data compiled: 1.24.19 KP

1. I currently receive tutoring for:	English 511	English 512
	Pre-Algebra	Algebra
	1	6
2. I use the Drop-In Tutoring ___ times a week.	1 time	2 times
	3	5
3. I have learned one or more study skills that I am able to use when doing my homework.	TRUE	FALSE
	12	3
4. My tutor encourages me to ask questions during the tutorial session.	TRUE	FALSE
	12	2
5. I have been encouraged to use effective time management skills in order to succeed in my class	TRUE	FALSE
	12	2
6. I prefer the following type of tutoring:	Drop-in	One-on-One
	5	8

Why do you prefer Drop-In?



It is easier to work with the tutor and others as a group
It's flexible with my hours

Why do you prefer One-on-One?

Because I need the help
Easier to learn if it's one-on-one
I understand better.
Gives you all your attention
I like working one on one

Other comments:

I use both
I like drop-in better but they are both nice to have



Appendix C - WC Lab Use Survey for English 512, 513, and 514

1) Overall, has your experience in the lab been positive?

What did you like about the lab? Be specific.

What would you like to see improved in the lab? Be specific.

- Yes **113/ 88%**
- No **11/9%**
- Both 2/2%**

2) Is the lab an accessible, comfortable, supportive place where students can study together? If not, what can lab staff do to address your needs?

- Yes **118/91%**
- No **10/8%**
- Both 1/7%**

3) Do you feel that your time with Writing Center instructors worked to improve your academic skills?

- Yes **108/84%**
- No **16/12%**

4) Do you feel that your time in the lab worked to improve your computer skills?

- Yes **100/78%**
- No **28/22%**

- Yes **91/71%**
- No **25/19%**

5) Were the directions for your lab assignments easy to follow?

- Circle One:**
- a. Always **22/17%**
 - b. Usually **51/40%**
 - c. Rarely **43/33%**
 - d. Never **9/7%**

6) Were you able to complete the lab assignments in approximately one hour and forty minutes? (circle one)

7) Were you able to find an instructor/staff member to address your needs/answer your questions?

- Yes **93/72%**
- No **18/14%**

If you had to wait, how long was your wait on average?

- Circle One:
- a. less than 2 minutes
 - b. 2-5 minutes
 - c. 5-10 minutes
 - d. more than 10 minutes

8) Did the orientation at the beginning of the semester prepare you for your first use of the lab (i.e., did you understand how to sign-in; did you understand where to go for help)?

- Yes **114/88%**
- No **10/8%**

9) Did you utilize the posted information on the white board?

10) Were you always able to find an available computer when you needed one?

- Yes **73/57%**
- No **49/38%**

11) Do you have a computer at home?

- Yes **120/93%**
- No

12) Do you utilize your own computer/laptop on campus?

- Yes **115/89%**
- No **8/6%**

13) Did the lab offer sufficient reference materials (dictionaries, thesauruses, manuals, etc.)?

- Yes **67/52%**
- No **58/45%**



14) Would you use the lab in the summer if you were taking courses, even if the lab was not *required*?

Yes **114/88%**
 No **7/5%**
Both 1/ .7%

15) If you have the option, will you use this lab again in your AHC career even if the lab is not *required*?

Yes **97/75%**
 No **24/19%**

** Please check that you have answered every question on this survey.

Yes **85/66%**
 No **37/29%**
 Both **1/ .7%**



Appendix D – Lab use survey for English 512, 513, 514 – Spring 2018

1. Overall, has your experience in the lab been positive?

- Yes 128, 90%
- No 5, 4%

What did you like about the lab? Be specific.

What would you like to see improved in the lab? Be specific.

2. Do you feel welcome in the lab?

If not, what can lab staff do to address your needs?

- Yes 135, 95%
- No 3, 2%

4) Do you feel that your time with Writing Center instructors worked to improve your academic skills?

- Yes 123, 87%
- No 13, 9%

4) Do you feel that your time in the lab worked to improve your computer skills?

- Yes 102, 72%
- No 35, 25%

5) Were the directions for your lab assignments easy to follow?

- Yes 108, 76%
- No 23, 16%
- Sometimes 2, 1%
- Both 5, 4%

6) Were you able to complete the lab assignments in approximately one hour and forty minutes? (circle one)

- Circle One:
- a) Always 25, 18%
 - b) Usually 69, 49%
 - c) Rarely 30, 21%
 - d) Never 15, 11%
 - e) Sometimes 1, 1%

7) Were you able to find an instructor/staff member to address your needs/answer your questions? If you had to wait, how long was your wait on average?

- Yes 117, 82%
 - No 10, 7%
- Circle One:
- a. less than 2 minutes 13, 9%
 - b. 2-5 minutes 31, 22%
 - c. 5-10 minutes 39, 27%
 - d. more than 10 minutes 24, 17%

8) Did the orientation at the beginning of the semester prepare you for your first use of the lab (i.e., did you understand how to sign-in; did you understand where to go for help)?

- Yes 133, 94%
- No 8, 6%

9) Did you utilize the posted information on the white board?

- Yes 79, 56%
- No 58, 41%

10) Were you always able to find an available computer when you needed one?

- Yes 133, 94%
- No 5, 4%

11) Do you have a computer at home?

- Yes 106, 75%
- No 33, 23%
- Both 1, 1%

12) Do you utilize your own computer/laptop on campus?

- Yes 30, 21%
- No 107, 75%
- Sometimes 2, 1%

13) Did the lab offer sufficient reference materials (dictionaries, thesauruses, manuals, etc.)?

- Yes 126, 89%
- No 11, 8%

14) Would you use the lab in the summer if you were taking courses, even if the lab was not *required*?

- Yes 118, 83%
- No 19, 13%
- Maybe 1, 1%



15) If you have the option, will you use this lab again in your AHC career even if the lab is not *required*?

Yes 125, 88%
 No 12, 8%
Maybe 2, 1%

** Please check that you have answered every question on this survey.



LVC Tutorial Summary

	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

Breakdown by semester/subject:

	# hours tutored in all Math subjects together	# hours tutored in English-reading	# hours tutored in sciences (chem, bio)	# hours tutored in all other subjects (psy, soc)	# hours tutored for Non-credit students (not in tutor trac)
Fall 2015	107	23	42	1	0
Spring 2016	189	20	68	7	0
Fall 2016	108	25	46	1	0
Spring 2017	151	2	109	0	0
Fall 2017	69	6	63	3	1
Spring 2018	113	17	69	0	26
Fall 2018	275	34	162	1	3

Break down of how many students are using LVC tutoring each semester by time:

# of hours per semester	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018
0-5 hours	42	37	45	30	51	38	39
6-10 hours	3	4	5	1	1	6	4
11-20 hours	3	4	2	5	1	2	2
21+	3	5	2	2	2	2	6



LVC Tutorial Center Tutee Survey
Spring 2018 - 27 surveys

Data compiled: 8-8-18 KP

1. I currently receive tutoring for:	English 511	English 512	English 513	English 514	English 101	English 103	Biology	Chemistry
		1					1	8
	Pre-Algebra	Algebra	Geometry	Trigonometry	Calculus	Statistics	Other	
		15			1		2	
2. I use the Drop-In Tutoring ___ times a week.	1 time	2 times	3 times	4 times	5+ times			
	18	5	3	1				
3. I have learned one or more study skills that I am able to use when doing my homework.	TRUE	FALSE	I'm not sure					
	27							
4. My tutor encourages me to ask questions during the tutorial session.	TRUE	FALSE	I'm not sure					
	27							
5. I have been encouraged to use effective time management skills in order to succeed in my class	TRUE	FALSE	I'm not sure					
	26		1					
6. I prefer the following type of tutoring:	Drop-in	One-on-One	Other					
	15	6	3 "Both"					

Why do you prefer Drop-In?
 So that it can be flexible with work and school
 It is more convenient
 It gives me plenty of time
 I need help w/ math
 It's convenient
 More/works better with my schedule
 When I have time to drop-in
 It's convenient for my constantly changing schedule
 My schedule varies and it is difficult to plan for appointments
 Your not held to a commitment

Why do you prefer One-on-One?
 I learn better
 I learn better
 I get more information out of it
 I understand better

Other comments:
 (circled both options) It really helps
 (circled both options) The tutor is nice
 (circled both options) Any tutoring is good
 (didn't select either option)
 I don't care what kind of tutoring it is



LVC Tutorial Center Tutee Survey
Fall 2018 - 15 surveys

Data compiled: 1.24.19 KP

1. I currently receive tutoring for:	English 511	English 512	English 513	English 514	English 101 2	English 103	Biology	Chemistry 3
	Pre-Algebra 1	Algebra 6	Geometry	Trigonometry	Calculus	Statistics	Other "Math" "Math 141" "Math 141"	
2. I use the Drop-In Tutoring ___ times a week.	1 time 3	2 times 5	3 times 2	4 times	5+ times 2			
3. I have learned one or more study skills that I am able to use when doing my homework.	TRUE 12	FALSE 3	I'm not sure					
4. My tutor encourages me to ask questions during the tutorial session.	TRUE 12	FALSE 2	I'm not sure 1					
5. I have been encouraged to use effective time management skills in order to succeed in my class	TRUE 12	FALSE 2	I'm not sure 1					
6. I prefer the following type of tutoring:	Drop-in 5	One-on-One 8	Other 1 "Both"					

Why do you prefer Drop-In?

It is easier to work with the tutor and others as a group
 It's flexible with my hours

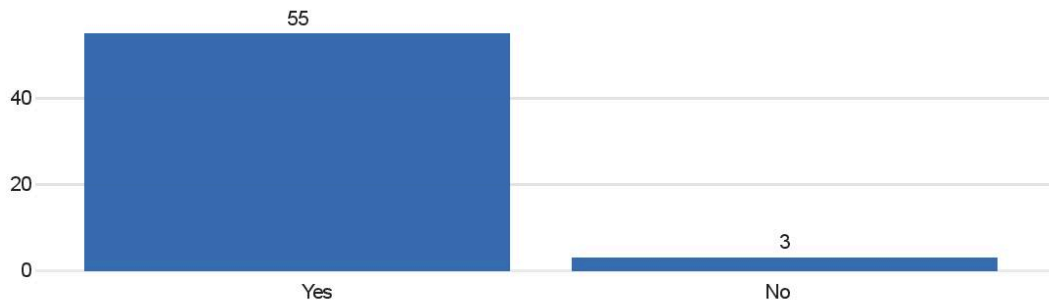
Why do you prefer One-on-One?

Because I need the help
 Easier to learn if it's one-on-one
 I understand better.
 Gives you all your attention
 I like working one on one

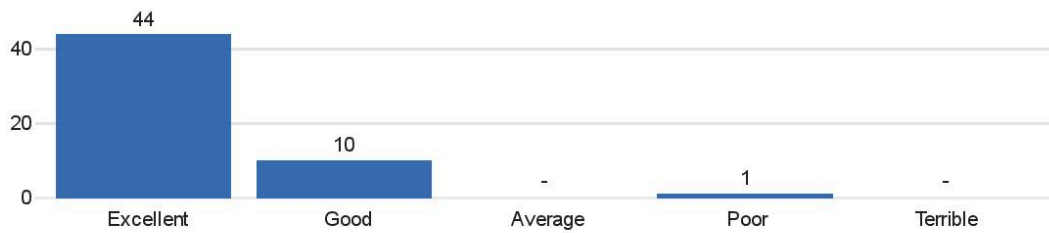
Other comments:

I use both
 I like drop-in better but they are both nice to have

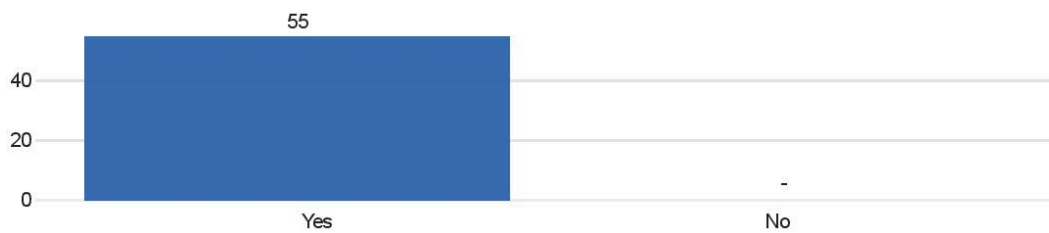
Writing Center Survey Results Fall 2018 - BASK and 500-level



Q2 - Overall, how would you rate your experience in the Writing Lab?



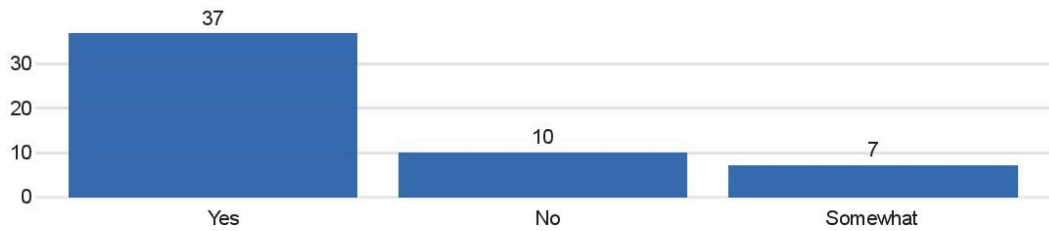
Q3 - Is the center an accessible, comfortable, supportive place where students can study together?



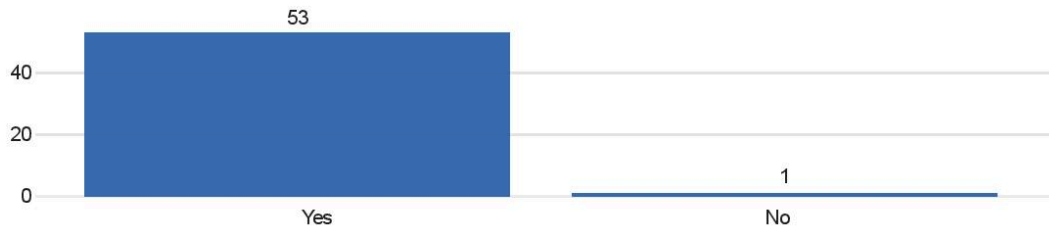
Q5 - Do you feel that your time with Writing Center instructors worked to improve your writing skills?



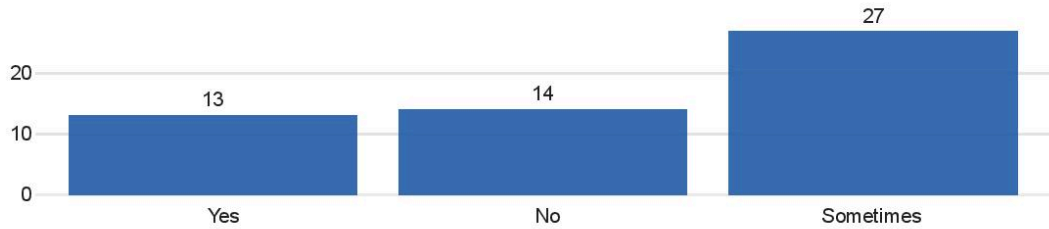
Q6 - Do you feel that your time in the lab worked to improve your computer skills?



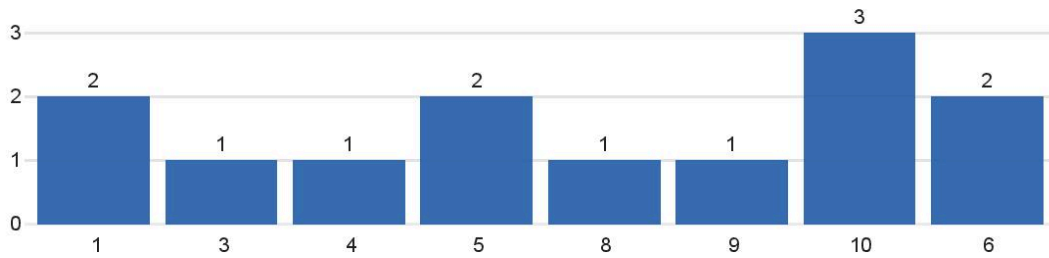
Q7 - Were you able to find an instructor/staff member to address your needs/answer your questions?



Q8 - Did you ever have to wait to meet with an instructor?



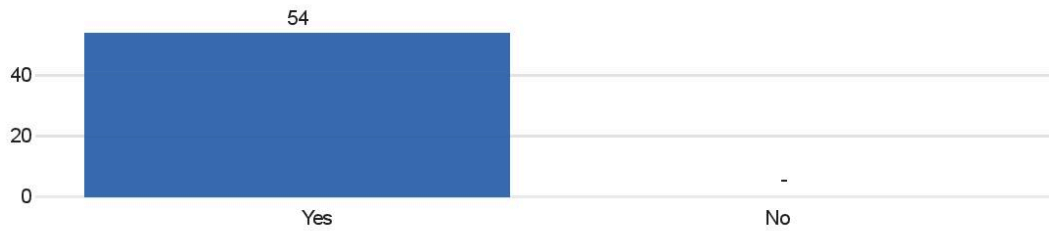
Q9_1 - Minutes



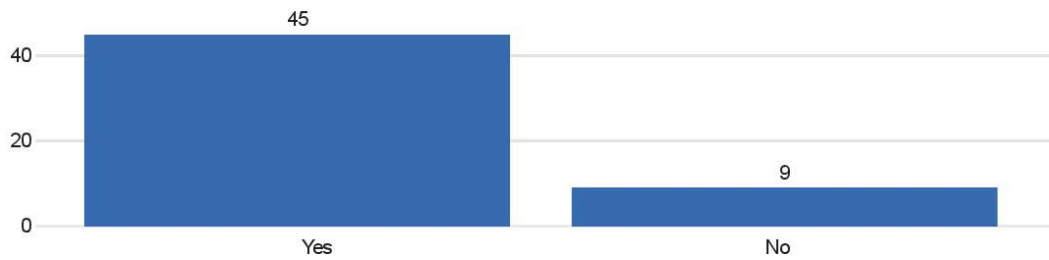
Q10 - Did the orientation at the beginning of the semester prepare you for your first use of the lab (i.e., did you understand how to sign-in; did you understand where to go for help)?



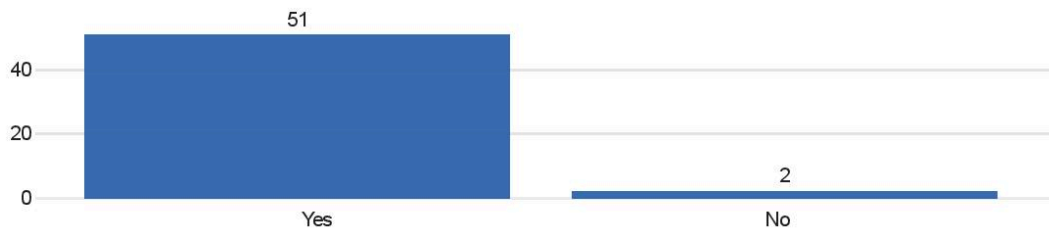
Q11 - Were you always able to find an available computer when you needed one?



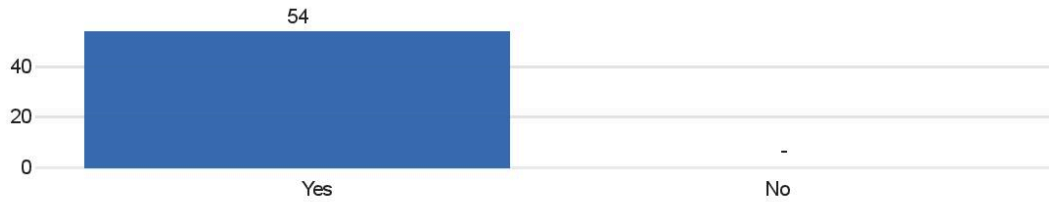
Q12 - Do you have a computer at home?



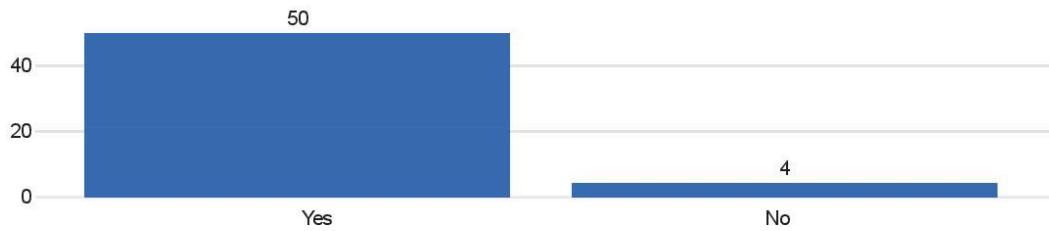
Q13 - Did the lab offer sufficient reference materials (dictionaries, thesauruses, manuals, etc.)?



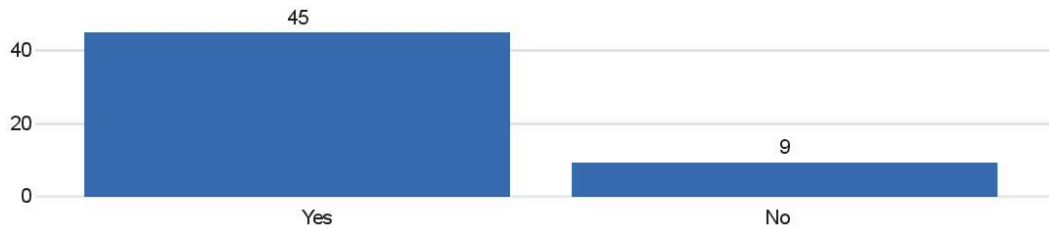
Q14 - If you have the option, will you use this lab again in your AHC career even if the lab is not required?



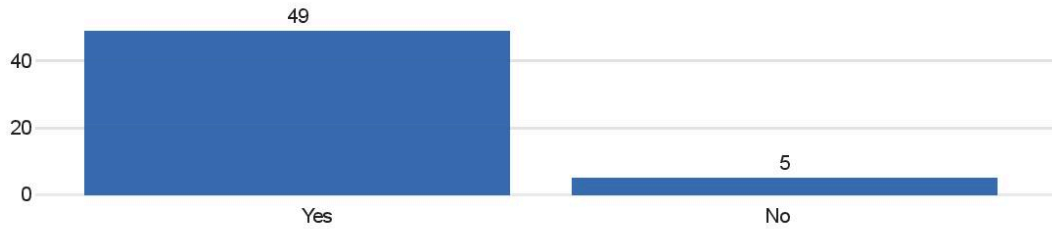
Q15 - Did your confidence in your writing ability improve?



Q17 - Did your confidence in using technology improve?



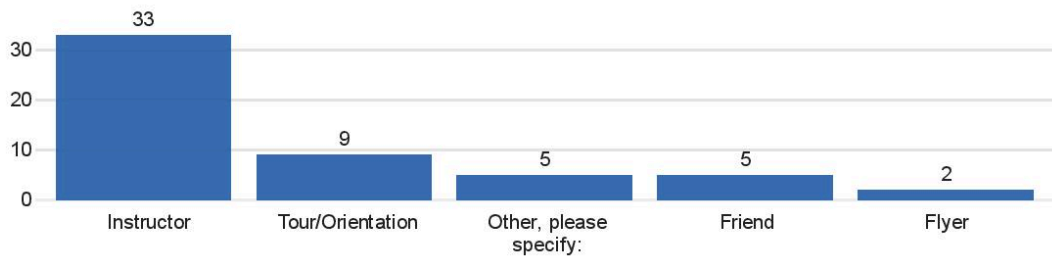
Q18 - Did your writing improve at the sentence, paragraph, and/or essay level?



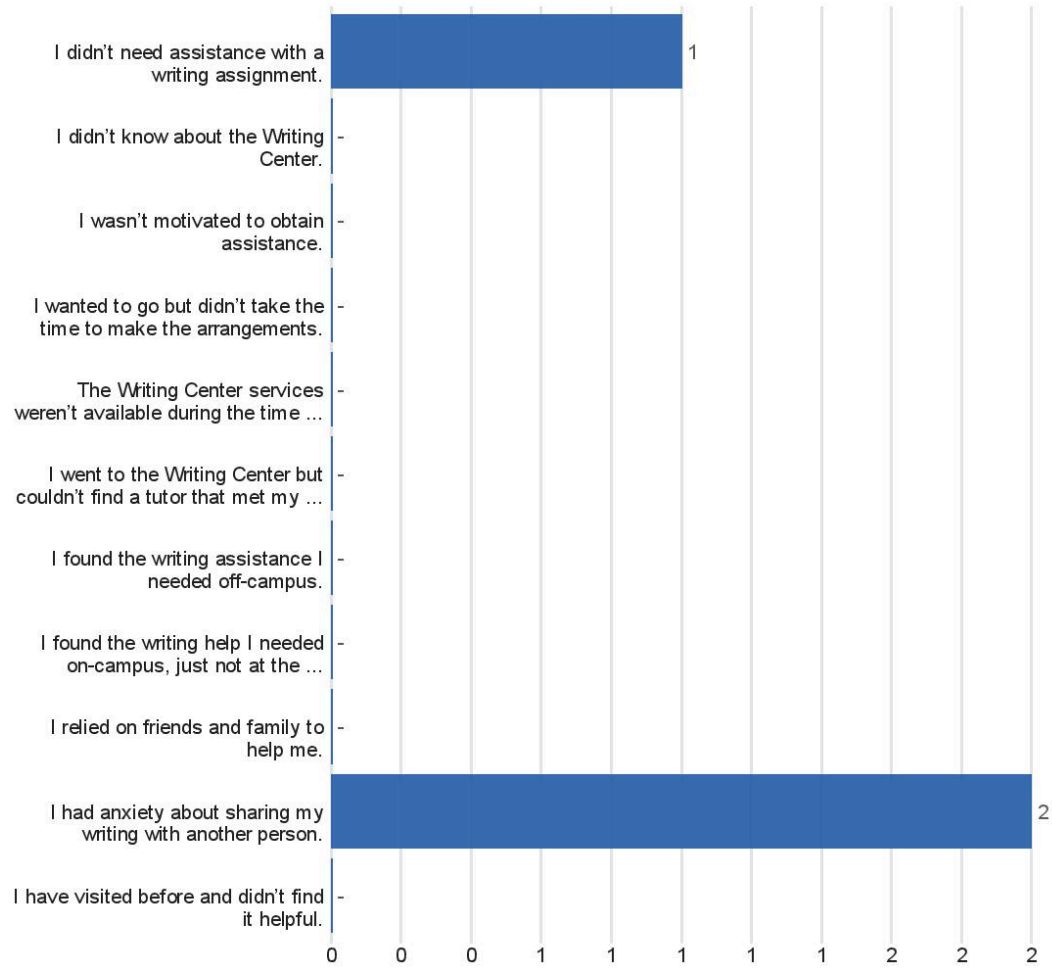
Q29 - Did you attend a Writing Center workshop this semester? - Selected Choice



Q30 - How did you hear about the Writing Center? - Selected Choice



Q33 - Please tell us your reason for not visiting the Writing Center. (Select all that apply)



What can the center do to address your needs?

- N/A
- N/A
- N/A
- N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

Please tell us why you don't think you would use the lab again.

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

Thank you for your feedback. If you have any additional comments, please use the space below and then click NEXT to submit your responses.

Miguel and vethea were great with assisting people and answering questions they had.

N/A

N/A

N/A

N/A

I really enjoyed the time there, as the staff there were very polite and helpful.

N/A

N/A

Great Experience

N/A

N/A

N/A

Add more workshops of writing mla format, please

N/A

should extend hours

N/A

N/A

Everyone in the writing center is very helpful and positive. I highly recommend this place to study, do research and improve writing skills.

N/A

N/A