

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 Distance education no longer represents only online courses.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