Instructional Units Program Review Year Five Update-LMC Center for Academic Support Latest Version

This cycle is for Instructional Units to complete the Year Five Update of the Program Review Cycle.

Instructional Units Program Review Year Five Update

1. Program Update : Version by **Buettner, Jill** on **02/11/2022 19:05**

1a. Provide any important changes or updates within your program since your Program Review Year Three Update (2019-20). (New degrees, new curriculum, staffing changes, etc.)

Our program has changed significantly since our Year Three Update due to the pandemic and the need for services to move online. Since Spring 2020, we have begun offering synchronous online reading and writing consultations and peer tutoring via Zoom and created systems to organize, staff, allow students to register, and keep record of our service's use. We have added this service to our already existing asynchronous email consultation. We continue to streamline and improve our online services each semester.

Since Fall 2021, we offer services in person as well and now offer services three ways: synchronous online, asynchronous online, and in-person. We also have brought back the Brain Food Project and the Traveling Consultant program.

In Spring 2022, we are also exploring how to offer services in open labs and collaborating with programs like Honors and for students in hybrid classes. We are also collaborating with the English Department's composition coordinators to pilot a new way to envision peer tutoring in our current landscape called "Get in the Zone." It makes use of reading and writing consultants and Mustang Peer Mentors (tutors) to provide individualized and group support to students in English 100/100S at key points throughout the semester to help students stay on the path to completing the course.

1b. Please address the following enrollment data provided for your program.
1.b.1. What are the enrollment trends over the past 3 years, beginning with Fall 2018? (Please address census enrollment, census fill   rate, and productivity (FTES/FTEF)

Data used here is number of students served in the Center each semester:

Fall 2018:
R/W Consultations: 590 unique students for 1,038 contacts
Tutoring: 449 unique students for 745 contacts
Spring 2019:
R/W Consultations 485 students for 850 contacts
Tutoring 341 students for 888 contacts
Fall 2019:
R/W Consultants: 534 students for 910 contacts
Tutoring: 341 for 888 contacts
*Spring 2020:
R/W consultants: 265 students for 342 contacts
Tutoring:126 students for 352 contacts
Fall 2020:
R/W Consultants: 217 students for 380 contacts
Tutoring: 126 students for 352 contacts
Spring 2021:
R/W consultants: 278 students for 472 contacts
Tutoring: 150 students for 311 contacts
Fall 2021:
R/W consultants 352 students for 641 contacts
Tutoring: in complete data.

*This data does not always accurately reflect the number of students served, however. In Fall 2019, we saw a slight dip in use, which followed the enrollment trend at the college. Our numbers are clearly impacted by the pandemic crisis and the necessity to move services online.

1b. Please address the following enrollment data provided for your program.
1.b.2. What does the data suggest in terms of future needs/directions?

- Our data suggests that we need funding and staff support for advertising and marketing to increase our visibility on campus.
- The college-wide Tutor Support Team has been meeting to improve the look and messaging of the various tutoring programs' online presence. We think that improving our websites and the Hub will provide more access and clarity in our messaging to students and increase our numbers. We need institutional support to help with unifying messaging for college-wide tutoring.
- We need a functional space and support to provide adequate services in Brentwood.
- We also need buy-in from students enrolled in our composition course sequence and their instructors, indicating a need to emphasize our services more explicitly in the upcoming English 100 revision.
- There has been so much change in the past two years, we need some stability and time to reflect in order to reassess what students need and how to best deliver services moving forward.

1c. Provide a brief update on the timeline for your program's goals as listed in your Program Review Year Three Update (2019-2020). If your program's goals are in progress or modified, please include action steps and responsible parties in your explanation.

Goal 1: Responsible parties: Sandra Mills and Jill Buettner

Action steps: We look forward to continuing our research and data collection to best reach and serve Black students and decrease the inequities in use, which we hope will also impact course success for Black students. In 2019, we gave active reading workshops in Umoja classes, and we hope to use our Traveling Consultant program to continue this service in the next academic year. We are also working closely with Umoja instructor George Olgin on our "Get in the Zone" pilot, which we hope will positively impact this student population with course completion and success.

Goal 2: Responsible parties: Sandra Mills and Jill Buettner

Action steps: We have been successful in restarting the Brain Food Project this year, and we expanded the Brain Food Project to MESA and the Math Lab. We will continue our data collection and restart our partnership with EOPS in the next academic year.

Goal 3: Responsible parties: Sandra Mills and Jill Buettner

Action steps: We plan to do more outreach with the Foster Youth Liaison to provide some targeted events to introduce foster youth to our Center. We will also work to complete research about the use of our services by the groups targeted in the Student Equity Plan in the next two years.

FOR CTE PROGRAMS ONLY
1c.   Community and Labor Market Needs (Link Ed Code 78016 (http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=78016.), Title 5, 51022 (https://govt.westlaw.com/calregs/Document/I69DDBCC0B6CB11DFB199EEE3FF08959C? viewType=FullText&listSource=Search&originationContext=Search+Result&transitionType=SearchItem&contextData= (sc.Search)&navigationPath=Search%2fv1%2fresults%2fnavigation%2fi0ad7140b0000016c911a16d7fb7f969b%3fNav%3dREGULATION_PUBLICVIEW%26fragmentIdentifier%3dI69DDBCC0B6CB11DFB199EEE3FF08959C%26startInde

N/A

FOR CTE PROGRAMS ONLY
1d. Advisory Board Update and Analysis (CTE related only) Include dates of Advisory Board meetings in 2020-2021, and those completed or planned in 2021-2022.

N/A

Goals and Objectives			Modified	In Progress	Abandoned	Completed
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)						
Recommended Actions	We plan to increase our partnerships with learning communities, like Umoja, and with programs like BRAVO and EOPS. Our "Get in the Zone" pilot will have a direct impact on student success in providing 1:1 targeted support and peer mentorship to students. We also plan to complete research on equitable use of our services by various student populations. This data will also help us determine next steps in closing equity gaps.	0 linked SLOs 0 resource requests				
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)						
Recommended Actions	We have increased our hours, we now offer night and weekend hours, and we offer synchronous online, asynchronous online, and in-person services. As a way of expanding services during peak times, we provide additional hours on weekends. This semester, we are offering open labs and Traveling Consultants to meet students where they are. We want to know: does increased access increase the numbers of students who are using our services?	0 linked SLOs 0 resource requests				
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)						
Recommended Actions	This goal does not specifically apply to us or to our 2019-2020 goals, but we would interested in meeting with CTE programs to see if we can support their students more effectively in our Center.	0 linked SLOs 0 resource requests				
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)						
Recommended Actions	Reading and Writing Consultants and tutors support students in course completion and accomplishing their goals. Our data indicates that students who use our services have higher course completion rates. To help with completion, we are piloting our "Get in the Zone" program with 1:1 support with Mustang Peer Mentors. We plan to strengthen our partnerships on campus with EOPS, Umoja, the library and tutoring centers on campus.	0 linked SLOs 0 resource requests				

Goals and Objectives	Modified	In Progress	Abandoned	Completed
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)				

Recommended Actions	We effectively make use of our budget and institutional resources in the way we staff our tutors and consultants. We stagger hours at less busy times and employ consultants who can work both online and in-person simultaneously. Being efficient with our budget and expansive in our offerings helps us provide equitable access to support services. We need additional institutional support and resources in Brentwood to provide equitable services there. We will keep in communication with our manager and the library team to support equitable access in Brentwood.	0 linked SLOs 0 resource requests

2. Vision for Success Goals Update : Version by **Buettner, Jill** on **02/11/2022 19:05**

2a. The following table lists the *Vision for Success* indicators that we must align to as a College and as a District. Please look at your program data (Tableau) for each of the following *Vision for Success* indicators. Please address all indicators that are relevant to your program and provide a status update on your program goals from your Program Review Year Three Update. Please include action steps if your goal(s) has been modified and an explanation if your goal(s) has been abandoned. *

NOTE - Please copy and paste the table below in your response and complete accordingly.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Completed, or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
Course Success					
Degrees (AA, AS, ADT)					
Certificates of Achievement					
Unit Reduction					
CTE Jobs					

N/A

2b. The *Vision for Success Goal 5 - Equity* is designed to reduce the equity achievement gap on course seuccess for disproportionately impacted (DI) student populations. The College has identified the following three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students.
Please review your program data (Tableau) for each of the aforementioned DI populations, and provide a status update on your program goal(s) for your previously selected DI population(s) in your Program Review Year Three Update. If your goal(s) has been modified please include action steps and if your goal(s) has been abandoned please provide an explanation.*

NOTE - Please copy and paste the table below in your response and complete accordingly.

Course Success by DI Population	Program Set Goals (PR Year 3 Update)	Status (Indicate Modified, Completed or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
African American					
Low Income					
Foster Youth					

Course Success by DI Population	Program Set Goals (PR Year 3 Update)	Status (Indicate Modified, Completed or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation

African American	--Increase students served in Reading and Writing consultations from 17% to 25% in Pittsburg. --Increase students served in Reading and Writing consultations from 13% to 20% in Brentwood. --Increase students served in peer tutoring from 12% to 20% in both Pittsburg and Brentwood.	Modified	2022-2024	Sandra Mills and Jill Buettner	We halted our research and data collection during the pandemic, when we focused all our energy on how to provide services online in a crisis. Now, we are tasked with the challenge of how to provide quality services both online and in-person at the same time. Unfortunately, we know that the pandemic impacted the already inequitable access we noted in the last program review. We look forward to continuing our research and data collection to best reach and serve Black students and decrease the inequities in use, which we hope will also impact course success for Black students. In 2019, we gave active reading workshops in Umoja classes, and we hope to use our Traveling Consultant program to continue this service. We are also working closely with Umoja instructor George Olgin on our "Get in the Zone" pilot, which we hope will positively impact this targeted population with course completion and success.
Low Income	--Complete research about usage from low income students in order to increase our services. --Continue partnership with the Food Bank and Brain Food Project.	Modified	2022-2024	Sandra Mills and Jill Buettner	We halted our research and data collection during the pandemic, when we focused all our energy on how to provide services online in a crisis. However, we have been successful in restarting the Brain Food Project this year, and we expanded the Brain Food Project to MESA and the Math Lab. We also plan to restart our partnership with EOPS in the next academic year.
Foster Youth	--Complete research about usage from foster youth in order to increase our services.	Modified	2022-2024	Sandra Mills and Jill Buettner	We halted our research and data collection during the pandemic, when we focused all our energy on how to provide services online in a crisis. Unfortunately, we know that the pandemic impacted the already inequitable access we noted in the last program review. We look forward to doing more outreach with the Foster Youth Liaison to provide some targeted events to introduce foster youth to our Center. We will also work to complete the aforementioned research in the next two years.

3. Assessment Status Update and CSLO Assessment Effectiveness : Version by **Buettner, Jill** on **02/11/2022 19:05**

a. Please review the data provided on the assessment status of courses in your discipline for Cycle Two (2017/18-2020/21). For any courses that were not assessed in Cycle Two please list them in the table below in your response including why they were not assessed, when you are going to assess them, and who is going to assess them.*

NOTE - Please copy and paste the table below in your response and complete accordingly (add extra rows if needed).

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
Tutoring Services (no course name/number)	We started an assessment plan with Nancy Ybarra in Fall 2019 and planned to complete it in Spring 2020. However, due to the pandemic, the assessment was not finished.	Fall 2022-Spring2023	Sandra Mills and members of the Tutoring Support Team (TST)

b. Discuss the results of any CSLO assessments performed this year. What changes, if any, are planned to improve student success (ex. pedagogy, assessment instruments are not appropriate to measure, CSLO rewritten etc.)?
We have not completed any CSLO assessments this year.

4. Course Outline of Record Updates : Version by **Buettner, Jill** on **02/11/2022 19:05**

Please review the data provided in eLumen for the status of the Course Outline of Records (COORs) in your discipline. Please indicate in the table below any COOR(s) for your discipline that has not been updated and identify the faculty member responsible for submitting the updated COORO(s) to the Curriculum Committee by November 1, 2021.*

NOTE - Copy and paste the table below in your response and complete accordingly (add extra rows if necessary).

Course (Enter Course Name ex. ENGL-100)	Faculty Responsible for COOR Update

N/A The office of instruction is responsible for the supervised tutoring COOR. However, we consulted with management on the COOR update to eLumen in Spring 2021.

Impact of Resource Allocation