

Golden West College

INSTRUCTIONAL PROGRAM REVIEW Spring 2013

Program Name: College Success Department

Division Name: Learning Resources and Distance Learning

Overview of Program:

The College Success Department provides classes developed to assist our students to achieve their educational goals. The department achieves this by teaching students (1) the study skills needed by college students, (2) the behaviors and activities of successful college students, and (3) the campus support services available to students at colleges and specifically at Golden West College. Course outlines are created to teach student success in a holistic way.

Students enroll in College Success courses for a variety of reasons, including (1) it being their first semester of college, (2) a need to become a more efficient college student, (3) advice of a counselor or peer, (4) to fulfill a requirement for associate degree or to transfer, (5) because they are on academic probation and have been strongly encouraged to take this class to get off probation, (6) because they are returning to college and have been away from the educational setting for an extended period of time, (7) because they did not successfully complete high school and want to learn the skills they missed in order to have a better life, etc.

Program Contact Information:

<u>Program Contact Name</u>	<u>Phone #</u>	<u>E-mail prefix</u>
Gregg Carr	x55233	gcarr

<u>Program Manager</u>	<u>Title</u>	<u>Salary Sched/Column</u>	<u>Phone #</u>	<u>Office Location</u>	<u>E-mail prefix</u>
Jorge Ascencio	Associate Dean	DD-26	x58107	LRC 180	jascencio

<u>Classified Staff</u>	<u>Title</u>	<u>Salary Sched/Column</u>	<u>Phone #</u>	<u>Office Location</u>	<u>E-mail prefix</u>
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<u>Full-Time Faculty</u>	<u>Phone #</u>	<u>Office Location</u>	<u>E-mail</u>
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Joyce Brady	58304	Administration 213	jbrady@gwc.cccd.edu
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Professor, College Success/Psychology

B.A. Washington University; M.S. Loma Linda University; further graduate study: Biola University; University of California, Irvine

Gregg M. Carr	55223	LRC 135	gcarr@gwc.cccd.edu
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Professor/Coordinator, Learning Resources

B.A., M.P.A., California State University at Fullerton

Maria Chovan-Nelson	51053	Administration 220	mchovan@gwc.cccd.edu
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Professor, College Success/Psychology

A.A., El Camino College, B.A., California State University, Dominguez Hills, M.A., Loyola Marymount University

Dean W. Mancina	51216	LRC 136	dmancina@gwc.cccd.edu
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Professor, Learning Resources

B.S., California State University at Long Beach, M.S. National University

Current State of the Program

1. What noteworthy trends do you notice in your data tables?

- **Fill Rates:** The College Success Department has excellent course fill-rates. During the 2010-2013 period, the fill-rate for the College Success Department was an average of 103.9%, a significant increase from 101.9% during the 2008-2010 period. The fill rates each semester ranged from 101.7 to 108.2%. The average rate was only 93.7% during the 2006-2008 academic years. This is also significantly above the 97.3% fill rate campus-wide during the 2010-2013 period. The fill rates for summer are even higher as the average of 105.2% with the range being from 101.4% to 111.4%. This data reveals there is a definite need for more sections to serve our students.
- **Moving 8-week section to a 10-week section – College 100:** The data revealed the fill rate for the 8-week section was approximately 15%-20% lower than in the 10-week section. After department discussion, we moved the 8-week section to a 10-week section because the faculty member realized there was significant drop rate of students in the 8-week section. This experiment significantly increased the fill rate and retention in these sections and will be scheduled as a 10-week section in the future.
- **Student Success and Retention Rates:** The College Success Department has a 65% Student Success Rate and an 85% Retention Rate which are in line with the rates of the college as a whole. As with the college, the data for the College Success Department reveals that there is a difference between the success and retention rates of students taking face-to-face and online sections. The success and retention rates for online courses were approximately 9% lower than the face-to-face courses.

2. What are your analyses of the causes or reasons for those trends?

- **Fill Rates:** The fill rates have continued to increase as fewer sections are being offered. The College Success Department has seen a reduction of sections of approximately 25% during the fall and spring semesters, and reduced over 75% of our course offerings during the summer/winter sessions. As shown by the fill rate and the waitlists, there is a significant need to increase the number of sections in this department.
- **Moving 8-week section to 10-week section – College 100:** This significant increase in the fill rates and retention rates reveal that the transition to a 10-week section was the correct move. There are a lot of topics and material taught and discussed during the College 100 classes. An 8-week format does not provide enough time for the students to full understand the material and how they can apply it in college and throughout their careers.
- **Student Success and Retention Rates:** Nationwide, research has shown that success and retention rates are lower overall in online courses. The College Success courses are traditionally very activity-based and it has been a challenge to transfer this to an online format. Typically, College Success instructors use a variety of teaching modalities which requires creativity, and trial and error to offer similar experiences to online students. One of the main objectives of these classes is for students to learn how to take responsibility for their actions and become self-motivated. Online students need to be self-motivated before they take the College Success course.

3. What does your program do well?

- The course teaches important student success skills and life-long learning skills. Research done in the department has demonstrated a significant impact on students' grades in other courses. The course also teaches "soft-skills" such as how to approach a faculty member with questions and how to initiate a discussion about a grade.
- This course is understood by the faculty and staff of the college, and particularly understood and supported by the Counselors, who make many recommendations to students to take this course that builds student success skills.
- The college administration understands the importance and value of this course to our students.
- Students promote this course, telling their friends to take it, according to classroom-based research we hear from the students in our sections.
- We have employed a group of outstanding full and part time faculty whom are dedicated to the extra work it takes to prepare for these courses and grade the many assignments given in these classes.
- We have nationally-known faculty members that provide training and staff development opportunities for other members of our College Success department.
- Life skills taught in these courses are directly translated into workplace success skills.
- The College Success Department has excellent course fill-rates. During the 2010-2013 period, the fill-rate for the College Success Department was 103.9%, a significant increase from 101.9% during the 2008-2010 period. This rate was only 93.7% during the 2006-2008 academic years. This is also significantly above the 97.3% fill rate campus-wide. This data reveals there is a definite need for more sections to serve our students.
- The College Success Department was very involved in the establishment and continued implementation of the Service Learning Grant at Golden West College in collaboration with CSU Fullerton. Many College Success faculty use this program as part of their curriculum.
- Many faculty from the College Success Department have been in the forefront of the establishment of Student Learning Outcomes (SLO) and data collection at this college. The College Success Department has been collecting SLO data since fall 2009.
- In the last few years the College Success Department has been in the forefront in the development of learning communities. Our courses are part of the Puente Program and the Community for Success Learning Communities Programs. This linkage shares common goals and provide students with opportunities to develop strong writing, communication, study and life skills. We have established links with such departments as Counseling, English, and Communication Studies and hope to increase the use of learning communities through other departments in the near future. We have also developed College 100 sections for specific student populations. This has included Veterans, ACE students, and Athletes.

4. What are the challenges to your program?

Within your program's control

- Nationally, student success courses have proved to improve student retention, grades, and number of units taken and completed. We need similar research here so we can see where our course is strong and where it is weak, so that we can adjust it if appropriate to maximize its effectiveness.
- Continue to recruit full-time faculty to teach College Success courses. We have made great strides in this area during the last two years. Previously, we were short instructors (both full and part-time). In 2007, the department with the assistance of the GWC Personnel Office, we established a part-time pool. Presently, we have 100+ applications in this pool. We have also been working on getting full-time instructors from other departments to teach College Success courses. The department is encouraging interest in other full-time faculty and determining appropriate training opportunities for these faculty members. Our hope is to place new College Success instructors in classrooms as soon as possible. While we have made great strides, we do see the need for another full-time faculty member for our department. We are looking at retirements during the coming years that will have a great effect on the number of sections taught by full-time faculty. The department courses are focused on first-year students, it is necessary we have a strong group of full-time faculty teaching these sections.
- Continue to explore different scheduling options for our students. For example, looking at scheduling more sections in the fall to help first-time college students or increasing the number of sections for summer or winter sections to give students a head start on college curriculum.
- Work with department faculty, the research department, and the Strategies for Student Success Committee to explore ways to improve on Early Drop Rates and Success Rates. We feel that our first steps have been the establishment of the new College Success 050, 090, and 151 classes and the development of learning communities. We hope to begin to develop other offerings to better meet the needs of Golden West College students.

Beyond your program's control

- Faculty need specific training to teach this course, and unless they've taught an equivalent course elsewhere, should shadow a current instructor for an entire semester in order to impart the course outline content accurately. We need funding to pay potential faculty to shadow the class and to participate in the training offered regionally and/or locally.
- The student interest in this course far exceeds our ability to offer sections (a) due to the current budget and (b) the lack of qualified part-time faculty to teach the sections. There is a high need for the hiring of full-time faculty for this department. This will become critical issues for the department with the new state legislation regarding student success.

5. What are the opportunities for your program?

- Curriculum Development – In Fall 2008, a College 090 class was established to focus on basic skills students. One section was offered and has had full enrollment since its establishment. In

spring 2009, the College Success Department established College 050 and 151 to focus on introducing students to the tools used in online education and to highlight how to be a successful online student. Presently, the College Success Department is exploring offerings for such populations as International students, Nursing students, and/or high school students. As previously mentioned, the department was in the forefront of the establishment of learning communities. Our courses are part of the Puente Program and the Community for Success Learning Communities Programs. This linkage shares common goals and provide students with opportunities to develop strong writing, communication, study and life skills. We have established links with such departments as Counseling, English, and Communication Studies and hope to increase the use of learning communities through other departments in the near future. We have also developed College 100 sections for specific student populations. This has included Veterans, ACE students, and Athletes. The department is also looking into linking with other departments in the establishment of new learning communities that focus on students' pathways to degrees and careers.

- Required Courses - In many colleges across the nation, College 100 is required of students who have identified academic problems in high schools or other colleges. This change in curriculum would help our students and increase the college retention figures. The problem is that we do not have full-time faculty to implement this idea if the change was approved. There are almost limitless amount of opportunities for the department but there is a lack of full-time faculty members and other resources.

6. Identified areas in need of improvement

- Greater outreach to counselors, classroom faculty, and college support programs.
- Increase advocacy and outreach to high schools.
- Better coordination of instruction among all instructors teaching the courses.
- Need for more full-time faculty teaching the courses to improve reputation at college and better advocacy for the department.

Golden West College

Summary of Program SLO Assessment Results

Program Name: College Success Semester: Fall Spring Year:
 Program Type: Transfer Major : Winter Summer 2011
 Certificate of Achievement
 Basic Skills Sequence
 Area of Emphasis
 Gen Ed Area E

Step 1	Define the Expected Program Student Learning Outcome (pSLO).	Identify and utilize critical thinking skills.				
Step 2	What method did you use to assess the SLO?	End of semester self-report survey.				
Step 3	Describe the results of your assessment.	For 104 students: 60% report a strong ability in critical thinking. 33% report of moderate ability 7% report a low ability				
Step 4	Describe your analysis of the data.	Critical thinking skills are difficult for many college students. Sixty percent is lower than most other skill development in College 100. Critical thinking skills develop over time so the data may represent a skill that is in the developmental stage.				
Step 5	What planning and changes will or have occurred, as a result of assessment and analysis of data, to improve student learning?	Critical thinking success rates are lower than observed in other skills for the course so a greater emphasis could be placed on activities design to enhance the development of critical thinking.				
<table border="1" style="width: 100%;"> <tbody> <tr> <td style="width: 25%;">Name/Title of Person Completing this</td> <td style="width: 45%;">Joyce Brady</td> <td style="width: 15%;">Date:</td> <td style="width: 15%;">May 10, 2011</td> </tr> </tbody> </table>			Name/Title of Person Completing this	Joyce Brady	Date:	May 10, 2011
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Golden West College

Summary of Program SLO Assessment Results

Program Name: College Success **Semester:** Fall Spring **Year:**
Program Type: Transfer Major Winter Summer **2012**
 Certificate of Achievement
 Basic Skills Sequence
 Area of Emphasis
 Gen Ed Area E

Step 1	Define the Expected Program Student Learning Outcome (pSLO).	Locate and evaluate library research and information.
Step 2	What method did you use to assess the SLO?	End of semester self-report survey.
Step 3	Describe the results of your assessment.	For 64 students: 58% report a strong ability for information literacy. 39% report of moderate ability 3% report a low ability
Step 4	Describe your analysis of the data.	The data is not as high as many of the other College 100 study skills. The\is assignment involves a one-hour presentation at the library.
Step 5	What planning and changes will or have occurred, as a result of assessment and analysis of data, to improve student learning?	Information literacy is critically important since students have large amounts of information available to them on the internet. The department will explore additional class activities to future develop students' ability to differentiate accurate information verse questionable material.
Name/Title of Person Completing this	Joyce Brady	Date: May 21, 2012

Program-Level Student Learning Outcomes (pSLOs) Assessed During 2010-12*Complete a separate page for each major and/or certificate you assessed.*

Program Name: College Success Semester Fall Spring Year: **2011**
 Program Type: Transfer Major Assessed: Winter Summer
 Certificate of Achievement
 Basic Skills Sequence
 Area of Emphasis
 Gen Ed Area

Step 1	Define the Expected Program Student Learning Outcome (pSLO).	Identify and utilize critical thinking skills.
Step 2	What method did you use to assess the SLO?	End of semester self-report survey.
Step 3	Describe the results of your assessment.	For 104 students: 60% report a strong ability in critical thinking. 33% report of moderate ability
Step 4	Describe your analysis of the data.	Critical thinking skills are difficult for many college students. Sixty percent is lower than most other skill development in College 100. Critical thinking skills develop over time so the data may represent a skill that is in the developmental stage.
Step 5	What planning and changes will or have occurred, as a result of assessment and analysis of data, to improve student learning?	Critical thinking success rates are lower than observed in other skills for the course so a greater emphasis could be placed on activities design to enhance the development of critical thinking.

Program-Level Student Learning Outcomes (pSLOs) Assessed During 2010-12*Complete a separate page for each major and/or certificate you assessed.*Program Name: College SuccessSemester Fall SpringYear:
2012Program Type:
 Transfer Major
 Certificate of Achievement
 Basic Skills Sequence
 Area of Emphasis
 Gen Ed AreaAssessed: Winter Summer

Step 1	Define the Expected Program Student Learning Outcome (pSLO).	Locate and evaluate library research and information.
Step 2	What method did you use to assess the SLO?	End of semester self-report survey.
Step 3	Describe the results of your assessment.	For 64 students: 58% report a strong ability for information literacy. 39% report of moderate ability 3% report a low ability
Step 4	Describe your analysis of the data.	The data is not as high as many of the other College 100 study skills. This assignment involves a one-hour presentation at the library.
Step 5	What planning and changes will or have occurred, as a result of assessment and analysis of data, to improve student learning?	Information literacy is critically important since students have a large amount of information available to them on the internet. The department will explore additional class activities to future develop students' ability to differentiate accurate information verse questionable material.

Program-Level Student Learning Outcomes (pSLOs) Assessed During 2010-12*Complete a separate page for each major and/or certificate you assessed.*

Program Name: College Success Semester Fall Spring Year: _____
 Program Type: Transfer Major Semester Assessed: Winter Summer 2012
 Certificate of Achievement
 Basic Skills Sequence
 Area of Emphasis
 Gen Ed Area

Step 1	Define the Expected Program Student Learning Outcome (pSLO).	Locate and evaluate library research and information.
Step 2	What method did you use to assess the SLO?	End of semester self-report survey.
Step 3	Describe the results of your assessment.	For 70 students: 70% report a strong ability for information literacy. 24% report a moderate ability 6% report a low ability
Step 4	Describe your analysis of the data.	Comparing the Spring, 2012 and Fall, 2012 date: students reporting a strong ability in information literacy increased 18%; students reporting only a moderate ability decreased 15%; and students reporting a low ability increased 3%. This assignment involves a one-hour presentation at the library.
Step 5	What planning and changes will or have occurred, as a result of assessment and analysis of data, to improve student learning?	The data for success increased dramatically (18% improvement) so it will be important to assess Information Literacy in Spring, 2013 to determine if the improvement is sustainable or was some unknown factor that had a one semester impact. The department will also initiate a discussion with the librarians to determine if any changes were made to the library lectures. If so, this data could provide the librarians with feedback that the changes appear to be working as seen in this preliminary data

Program-Level Student Learning Outcomes for 2012-14

(List the 3-5 most important expected student learning outcomes to be assessed over the next two years.
Complete a separate page for each major and/or certificate you did not complete the assessment for the last 2 years.

Program Name: College Success Semester to be Assessed: Fall Spring Winter Summer Year: 2013
 Program Type: Transfer Major
 Certificate of Achievement
 Basic Skills Sequence
 Area of Emphasis
 Gen Ed Area

Step 1	Define the Expected Program Student Learning Outcome (pSLO).	3. Locate and evaluate library research and information.
Step 2	What method did you plan to use to assess the SLO?	Use the existing self-report student assessment in Survey Monkey
Step 3	When is the assessment going to be done and who is going to conduct it?	By April 26, 2013 all department faculty will be sent the link to the student survey and asked to put the link on their Blackboard sites.

Program Name: College Success Semester to be Assessed: Fall Spring Winter Summer Year: 2013
 Program Type: Transfer Major
 Certificate of Achievement
 Basic Skills Sequence
 Area of Emphasis
 Gen Ed Area

Step 1	Define the Expected Program Student Learning Outcome (pSLO).	2. Identify and utilize time management skills.
Step 2	What method did you plan to use to assess the SLO?	Expand SLO assessment to utilize both the existing self-report student survey and also the results from the time management student projects.
Step 3	When is the assessment going to be done and who is going to conduct it?	By November 15, 2013 all department faculty will be sent the link to the student survey and asked to put the link on their Blackboard sites. On that date they will also be asked for the student data from the Time Management projects.

Program Name: College Success Semester to be Assessed: Fall Spring Year: 2014
 Program Type: Transfer Major Winter Summer
 Certificate of Achievement
 Basic Skills Sequence
 Area of Emphasis
 Gen Ed Area

Step 1	Define the Expected Program Student Learning Outcome (pSLO).	1. Identify and utilize critical thinking skills.
Step 2	What method did you plan to use to assess the SLO?	Expand SLO assessment to utilize both the existing self-report student survey and also the results from a newly developed Critical Thinking assignment.
Step 3	When is the assessment going to be done and who is going to conduct it?	By April 25, 2014 all department faculty will be sent the link to the student survey and asked to put the link on their Blackboard sites. On that date faculty will also be asked for the student data from the new Critical thinking project.

Program Name: College Success Semester to be Assessed: Fall Spring Year: 2014
 Program Type: Transfer Major Winter Summer
 Certificate of Achievement
 Basic Skills Sequence
 Area of Emphasis
 Gen Ed Area

Step 1	Define the Expected Program Student Learning Outcome (pSLO).	4. Use and evaluate discussion boards and navigate Blackboard.
Step 2	What method did you plan to use to assess the SLO?	Develop a new "Blackboard scavenger-hunt" assignment which will require the students to produce a product. That produce will be graded and provide SLO data.
Step 3	When is the assessment going to be done and who is going to conduct it?	By November 15, 2014 faculty will be asked for the results of the student Blackboard assignment.

Resource Planning

Staffing What staff changes or additional employees does your program need to function adequately?

Faculty:

- College Success needs an additional full-time faculty member in the department. Full-time faculty assigned to these courses is very important. Presently, our full-time faculty are assigned only 20% to 60% of their full-time loads to the College Success Department. Research has shown that dropout rates are usually the highest in the first-year of college. Most students enrolling in these courses are first-time freshman. This will become even more acute as full-time instructors assigned to College Success Department begin to retire.

Management:

Classified:

- Learning Resources Division Coordinator – position has been vacant for 8 months.

Hourly:

Considering your current employees, what staff development/training does your program need?

Note: Complete all faculty request forms in separate files and submit with your program review report as an attachment.

Technology What improvements, changes or additions in equipment dedicated to your program are needed to function adequately?

Equipment or Software (e.g., computers, AV, lab equipment):

Technical Infrastructure (e.g., AV or computer infrastructure, cabling):

- Purchase tables and chairs for Library 223.

IUA and Dean Review

Complete this section after reviewing all program review information provided. IUA and Dean are to separately indicate the level of concern for the program that exists regarding the following Program Vitality Review (PVR) criteria. Add comments for any item marked with a 1 or 2. Identify whether the comment is made by the IUA or the Dean.

(Scale: 0 – No concern at all, 1 – Some concern, 2 – Serious Concern)

IUA/Dean

- | | |
|-----------------------|---|
| <u>(0)</u> <u>(0)</u> | a. Significant declines in enrollment and/or FTES over multiple years |
| <u>(0)</u> <u>(0)</u> | b. Significant change in facility and/or availability and cost of required or necessary equipment |
| <u>(1)</u> <u>(1)</u> | c. Scarcity of qualified faculty |
| <u>(0)</u> <u>(0)</u> | d. Incongruence of program with college mission and goals, state mandates, etc |
| <u>(0)</u> <u>(0)</u> | e. Significant decline in labor market |
| <u>(0)</u> <u>(0)</u> | f. Continued inability to make load for full-time faculty in the program |
| <u>(0)</u> <u>(0)</u> | g. An over-saturation of similar programs in the district and/or region |

(0) (0) h. Other _____

Program Review Check-list

- () Department Contact Information is up to date: Department Chairs, full-time faculty, classified
- () Organization Chart: Verify that it is up to date: (q:\college information\org charts) Report necessary changes to the Director of Personnel
- () Both the Dean and IUA has completed the Dean and IUA Review section.

Signatures, Individual Comments

Department Chair: Gregg M. Carr Date: 4/30/13
Comments:

Division Dean: Jorge Ascencio Date: 4/30/13
Comments:

No further review necessary

We recommend this program for Program Vitality Review

I have read the preceding report and accept the conclusions as an accurate portrayal of the current status of the program. Signatures are on file in the division office. Type the names of the faculty.

- Joyce Bishop
- Gregg Carr
- Maria Chovan
- Dean Mancina

I have read the preceding report and wish to add signed comments to the appendices.
Signatures are on file in the division office.

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Appendices

- A. Data Sets
- B. Signed Comments
- C. Classified Position Requests
- D. Faculty Position Requests
- E. General Fund One-Time Funds Requests
- F. Curriculum Inventory
- G. SLO Inventory