ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

The purpose of this document is to collect information to be used by the college planning bodies IPC (Instruction Planning Council), APC (Administrative Planning Council), SSPC (Student Services Planning Council), Budget Planning Committee, and CPC (College Planning Council) and may be used for Program Improvement and Viability (PIV). Through this process, faculty have the opportunity to review the mission and vision of their department/program. Then, using multiple measures and inquiry, faculty will reflect on and evaluate their work for the purposes of improving student learning and program effectiveness. This reflection will identify steps and resources necessary to work towards the program vision including personnel, professional development, facilities, and equipment. *Faculty should use their judgment in selecting the appropriate level of detail when completing this document.*

The deadline for submission of the Annual Program Plan to the IPC is March 31. Complete this document in consultation with your Dean who will then submit a copy to IPC. Members of the IPC review the document and return their comments to the author for use in the next annual program plan.

Cañada College

Mission Statement
It is the mission of Cañada College to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality instruction in general, transfer, career, and basic skills education, and activities that foster students' personal development and academic success. Cañada College places a high priority on supportive faculty/staff/student teaching and learning relationships, responsive support services, and a co-curricular environment that contributes to personal growth and success for students. The College is committed to the students and the community to fulfill this mission.

Vision
Cañada College ensures student success through personalized, flexible, and innovative instruction. The College infuses essential skills and competencies throughout the curriculum and assesses student learning and institutional effectiveness to make continuous improvement. Cañada responds to the changing needs of the people it serves by being involved in and responsive to the community, developing new programs and partnerships and incorporating new technologies and methodologies into its programs and services.

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Document Map:

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Department/Program Title: Learning Center/*LCTR Courses*   **Date submitted:** March 28, 2014

0. **Key Findings:**
   * **SLOs:** All LCTR Course SLOs are in TracDat. However, SLO Assessments for LCTR 100 – Tutor Training and Practicum were not completed for Spring or Fall of 2013.
   * **Assessment:** Success rates of students in LCTR Courses continue to lag behind those of students in conventional courses.

1. Planning Group
   Please see Item 1 of Annual Program Plan and Review for Learning Center/Student Services Functions

2. Writing Team and Contact Person:
   Please see Item 2 of Annual Program Plan and Review for Learning Center/Student Services Functions

3. Program Information

   A. Program Personnel
   Identify all personnel (faculty, classified, volunteers, and student workers) in the program:
   * Diva Ward – Learning Center manager (FT Classified)
   * Vacant – Assistant Project Director (FT Classified)
   * Frank Austin – Instructional Aide II (FT Classified – 11 months)
   * Jonathan MacSwain – Instructional Aide II (FT Classified)
   * Ozlem Yankin – Instructional Aide II (PT Classified – 11 months)
   * Monica Vasquez – Student Assistant (PT, Work Study)
   * Stephanie Cabrera – Student Assistant (PT, Work Study)
   * John Omar – Student Assistant (PT, Work Study)
   * Martha Contreras – Student Assistant (PT)

   B. Program Mission and Vision

   It is the mission of the Cañada College Learning Center to provide energetic, competent and friendly academic and related assistance to all Cañada students, regardless of the focus of their work at Cañada. Assistance includes peer and professional tutoring, workshops and technological support. We approach our work with passion, professionalism and creativity; our students with admiration and patience; and our colleagues with respect and a commitment to shared goals and values.

   C. Expected Program Student Learning Outcomes

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Program Student Learning Outcomes for all Learning Center Courses, along with Assessment Methods and Results, may be viewed in Tracdat.

4. Response to Previous Annual Program Plan & Review

The only components of the previous Annual Program Plan and Review that were rated below "Complete Information and Analysis" are as listed below. All the components listed below were graded "Complete information, some analysis."

I. Curriculum Offerings	Response
3. A description of the complete curriculum offering cycle.	This document offers a much more comprehensive and detailed description of the complete curriculum offering cycle.
II. Program Level Data	
1. Identification of trends on data packet	When Fall 2013 data packet is completed, we will make it a priority to identify and discuss relevant trends.
III. Action Plan	
1. Reflections on Department/Program needs and goals.	This is in suspense pending the hiring of a new Learning Center Manager.
2. An action plan for what is to be accomplished for the next year.	This is in suspense pending the hiring of a new Learning Center Manager.

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5. Curricular Offerings *(current state of curriculum and SLOAC)*

A. Attach the following TracDat and Curriculum data in the appendix:

- For LCTR courses, a Four Column Department Course Assessment Report can be viewed in Tracdat. It is 16 pages.

- List courses with COR's over 6 years old
  - LCTR 698 Supervised tutoring/Academic Assistance.

B. Identify Patterns of Curriculum Offerings

- What is the planning group's 2-year curriculum cycle of course offerings by certificates and degrees? This program does not offer certificates or degrees. The typical patters of offerings is shown in the table below. The pattern is the same from year to year.

Course	Fall	Spring	Summer
LCTR 100 Effective Tutoring and Practicum	X	X	
LCTR 139 The Research Paper from A to Z	X	X	
LCTR 140 Professional Writing	X	X	X
LCTR 151 Health Science Vocabulary	X	X	X
LCTR 698 Supervised Tutoring/Academic Assistance	X	X	X
LCTR 810 Study Skills	X	X	X
LCTR 822 Grammar Trouble Spots I	X	X	X
LCTR 823 Grammar Trouble Spots II	X	X	X
LCTR 824 Grammar Trouble Spots III	X	X	
LCTR 825 Grammar Trouble Spots IV	X	X	
LCTR 832 Paragraph to Essay Writing	X	X	X
LCTR 840 Vocabulary Improvement I	X	X	X
LCTR 841 Vocabulary Improvement II	X	X	X
LCTR 842 Vocabulary Improvement III	X	X	
LCTR 843 Vocabulary Improvement IV	X	X	

- What is the ideal curriculum cycle? The ideal curriculum cycle would be to offer all courses every semester, except LCTR 100 Effective Tutoring and Practicum.

- Discuss any issues. The principal issue is the number of students who enroll in these courses without completing them, primarily because these courses, which are self-paced, tend to attract students who are most in need of structure and hands' on attention. In this regard, here are some notable data from calendar 2013 (Spring, Summer and Fall semesters):

  - Overall Retention (Spring 2013 to Fall 2013): 72% (239 of 331), with two courses (out of a total of 14) below 50%, and 8 courses below 70%. If LCTR 100 (Tutor Training) is

removed, overall retention declines to 66% (171 of 259). *calnctr/LCTR Courses/Historical Enrollments, Success & Retention.*

o Four courses enrolled fewer than 10 students for the entire calendar year. Two courses (Grammar Trouble Spots III and IV) enrolled three or fewer students for the entire year.

o An overview of enrollments, success and retention figures for these courses, grouped by semester and subject area, for Calendar 2013, is included as Attachment A.

Given the nature of these courses and the fact that they are not part of a certificate or degree program, they are reviewed by Learning Center staff and the Learning Center Manager, to determine which should be deleted from catalog or banked or modified (*e.g.,* put online), and whether any should be added.

6. **Program Level Data**

A. **Data Packets and Analysis from the Office of Planning, Research, and Institutional Effectiveness (PRIE) - and any other relevant data.**

The Packet is attached as Attachment B.

B. **Analyze evidence of Program performance. Explain how other information may impact Program (examples are business and employment needs, new technology, new transfer requirements)**

Generally, the LCTR courses are self-paced, developmental-level, non-transferable, P/NP courses. Self-paced, open entry courses can be problematic because many students enroll and put off completing the work until it is too late to earn credit. Despite constant reminders to do the work and offerings of assistance, the success of these students is low.

The success rates of students in these courses consistently hover around 50%, for the reasons outlined above. However, we think they are valuable for the students who *do* take them seriously, addressing in most cases fundamental deficiencies in study and verbal skills that are taken for granted in conventional courses.

C. Other Considerations

None.

7. Action Plan

Focus on improving Student Success rates.

Learning Center Faculty will review, evaluate and revise (when needed) information delivery practices, course materials, course content and data collection methods to assist in the development of strategies that will help to improve student retention, success and completion rates.

After careful review, Learning Center Faculty will bring recommended changes (if any) to the Curriculum Committee for action.

Tracdat SLOs must be reconciled to CORs.

Faculty also plans to continue its comprehensive review and modification of the SLOs for these courses.

As to the Learning Center in general (Non-Instructional), please see Action Plan set forth in Annual Program Plan and Review for Learning Center/Student Services Functions

8. Resource Identification

A. Faculty and Staff hiring requests

None.

B. Professional Development needs

Professional Development needs are addressed in the Annual Program Plan and Review for Learning Center/Student Services Functions

C. Classroom & Instructional Equipment requests

None

D. Office of Planning, Research & Student Success requests

Continue producing the data packets for LCTR courses.

E. Facilities requests

None.

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Attachment A
Overview of Enrollments, Success and Retention Figures for LCTR Courses
Grouped by Semester and Subject Area, for Calendar 2013

LCTR Courses - Calendar 2013

	Spring	Summer	Fall	Total
Total Students	140	33	158	331
LCTR 100 Students	38	0	34	72
Total without LCTR 100	102	33	124	259
Success Pct	79%	67%	75%	75%
Success w/o LCTR 100	69%	67%	66%	67%
Campus-wide Success	70%	?	?	?
Retention Pct	68%	91%	72%	72%
Retention w/o LCTR 100	60%	91%	65%	66%
Campus-wide Retention	83%	?	?	?
# Course Offerings	14	7	14	35
# Courses < 6 students	5	4	6	15
# Courses < 10 students for the Year	NA	NA	NA	5

Breakdown by Subject	Student Headcount				Success	Retention
Vocabulary	40	9	46	95	81%	74%
Tutor Training	38	NA	34	72	96%	94%
Grammar	25	7	28	60	54%	65%
Writing	18	6	21	45	78%	51%
Health Vocab	11	8	13	32	67%	66%
Study Skills	8	3	16	27	28%	67%
Total	140	33	158	331		

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Attachment B
**Data Packets and Analysis from the Office of Planning, Research,
and Institutional Effectiveness (PRIE) for 2011-2012 Academic Year**