

ASD 2011-2012 Department Plan

Long Beach City College

Dept - Academic Support & Development

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Mission: Our mission is to support student success by providing students with the skills and resources necessary to attain certificates, degrees and transfer through supplemental learning assistance, basic skills instruction, and tutoring. We strive to provide maximum student access via individualized, flexible (open-entry/open-exit) and varied instruction in a student centered-manner.

Description: The ASD Department provides supplemental learning assistance (SLA) and tutoring via the PCC Multidisciplinary Success Center (MDSC) and CTE Center and basic skills instruction through a sequence of enhanced non-credit courses from elementary basic skills (BAE 601A) to secondary basic skills (BAE 601B). The two courses culminate in a non-credit certificate of completion with proficiencies that equip students to better qualify for employment or improve their basic skills for academic success. We provide pathways to certificates, careers and degrees by preparing students for various college assessments, such as the college assessment test, the Test of Essential Academic Skills (for Nursing), and the Ability to Benefit Test. Students who place below English 801 are placed into BAE 601A for remediation. The department's instructional program is flexible (open-entry/open-exit) and individualized to meet specific student needs and learning styles. The PCC MDSC and CTE Center provide supplemental learning assistance (SLA) for courses in all disciplines requiring SLA at the PCC. Those disciplines range from math, English and reading, to counseling, LEARN, vocational nursing, and a number of trades courses. In addition to operating as the hub for all supplemental learning assistance offered at the Pacific Coast Campus, the MDSC offers drop-in math, reading and writing tutoring to students. Thus far, in fall 2010 and through week 12 of spring 2011, the Center has generated 20,006 instructional hours (SLA, BAE courses, tutoring and use of center resources).

Summary of Access, Productivity & Effectiveness: The program WSCH has fallen from 1157 in fall 2008 to 342 in fall 2010. The same is true for FTEs: from 38 to 11. There is no WSCH or FTE data available for the Success Centers function of the department. Course enrollments decreased from previous academic years due to college efforts to reduce #s of enhanced credit FTEs and restrictions placed on max enrollment in the course. Demand for the course has been high, but this demand is not reflected in the waitlist data from IE as the courses are open-entry/exit. While the numbers of students served by the program via BAE courses has decreased, those being served via the Multidisciplinary Success Center has increased. In terms of the Multidisciplinary Student Success Center and the CTE Center, In fall 2009 12,458 student hours were recorded, in spring 2010 12,912, and in spring 2011 12,694 student hours were recorded via Tutortrac. In 2010-2011 two (2) Certificates of Completion in Basic Skills for the Workplace were awarded.

Internal Conditions (see Help for list): The department has undergone a long-term period of growth and metamorphosis. With this growth have come great successes, but also challenges. The department operates the PCC MDSC, which provides all supplemental learning assistance activities for all PCC courses with an SLA requirement. The program has continued to grow since its 2008 inception; however, each semester the program is challenged with meeting the staffing, scheduling, training and hiring demands of this growing program. The complexities of offering over 479 different SLA at two separate sites are a continual challenge for the department. There has been a shift in the types of services provided in the department as well. In Fall 2008, with the inception of the centers, the department provided over 3,322 hours of Success Center services. In Fall of 2010, this number grew to 8,954 hours. At the same time the number of BAE program hours has decreased from 20,894 in fall 2008 to 5,973 in fall 2010. In the spring 2011 semester, we provided a total of 12,694 hours of Success Center and BAE Program assistance. This represents a shift in focus away from non-credit basic skills to learning assistance services, but also a shift within the BAE Program to serving students with shorter terms learning goals (such as assessment prep). The number of Success Center service hours is expected to rise in the coming semesters as the number of courses requiring SLA grows. This shift in focus has required the staff, which previously provided basic skills instruction, to retrain, grow and change with these new demands. A great deal of time and energy has been expended in efforts to make this transformation within the department, but many of the most challenging growing pains associated with this transition have been overcome. We coordinate communications for a mainly part-time staff of over 80 at two distinct and quite different sites. The coordination of these communications is a continuing challenge as the staff is made up of employees in a variety of roles - part time Instructional Specialists from various disciplines, tutors for various disciplines, full time and part time classified staff, Student Assistants/ Federal Work Study Students, all working at one or both sites. In addition, the PCC MDSC faculty and staff coordinate with the 3 full time Instructional Specialists and 3 lab coordinators in the Mathematics, Writing/Reading and LAC Multidisciplinary Success Centers, and coordinate and develop curriculum and materials in conjunction with the faculty who teach the 26 courses with SLA in the trades areas. Most of our classified staff are currently splitting time between the two sites, the CTE Center and Multidisciplinary Center. It must be noted that the materials in both Centers are entirely unique unto each center, and require unique training. The department's need for staffing and resources has continued to grow significantly. The enormous amount of material and information presents a great challenge to the department. In order to make as great an impact on

student success as possible, consistent and more permanent staff is needed. The sheer number of Supplemental Learning Assistance activities and complexity of information create a body of knowledge that cannot be effectively managed by a transitory staff primarily comprised of student assistants. What we save in not hiring permanent staff may be spent in the time, effort and energy that must be put into continual training of part-time, temporary and lower-skilled staff. The department's resource requests reflect this need and are aimed at better achieving the goals of the Success Centers and in turn the Student Success Plan and Board and President's goals.

The CTE Center's transformation from a lab able to serve only a handful of students at a time to one which is equipped to deal with a much greater influx of students is complete. Communications with many of the departments which the CTE Center serves has been made much more efficient and effective. The CTE Center is now poised for growth; however encouraging trades faculty to participate in SLA development remains a challenge. We look forward to increased opportunities to work with CTE faculty for new classes adding SLA. We have experienced challenges in finding space to hold SLA workshops due to construction at the Pacific Coast Campus; however, they have been largely overcome by collaborating with neighboring LAR Department to maximize space within the Center.

External Condition- Regulatory/Legislative Changes: The department works with the Dean of Student Success to identify ways in which the Department can adapt to the increasing budget restrictions placed upon the District due to California state budget crisis while still completing its core mission. Such efforts have included limiting enrollment numbers and focusing on aspects of the program that most directly support the College mission and goals.

External Condition- Grants Available: The Department works with Institutional Resource Development to leverage CTE/VTEA funds available for further development and support of the CTE Center.

External Condition- Accreditation: The College has also been required to meet accreditation standards in a very short timeline which has placed a burden on the limited full-time faculty in the Department.

Recommendations:

External Condition- Community Outreach/Partnership: The department participates in on-going outreach efforts, especially in regard to Success Center services provided. On-campus relationships include the LAC Success Centers, CTE programs, DSPS, the Men's & Women's Center, Financial Aid, Counseling, Assessment, the LAR Department, the Registered and Vocational Nursing Programs, and Institutional Resource Development.

In a more limited manner, we continue our participation in the City Long Beach Weed & Seed effort to assist members of the community surrounding the PCC campus find access to educational and other resources. Past partnerships with Long Beach Unified School District leave us poised for supporting current initiatives such as Promise Pathways.

Faculty & Staff : Between the two (2) sites and programs, the Department consists of:
Faculty: Two (2) full-time faculty (1 of which assigned 49% to LAC campus)
Approximately 25 part-time Instructional Specialists (many assigned only a few hours)
Classified: One (1) full-time Instructional Lab Coordinator
One (1) 45% Office Assistant
Three (3) full-time Instructional Assistants
Three (3) 45% Instructional Aides
Merit Exempt: Approximately nine (9) Student Assistants (including FWS)
Approximately fifteen (15) Tutors

Names & Titles of Program Review Participants: Heidi Neu, Instructional Specialist & Department Head

Patrice Kaska, Instructional Specialist
Charyn Brown, adjunct Instructional Specialist
Blaire DiGiovanni, adjunct Instructional Specialist
Anthony Duenas, adjunct Instructional Specialist
Scott Godfrey, adjunct Instructional Specialist
Wenda Kanemaru, adjunct Instructional Specialist
Casey Shim, adjunct Instructional Specialist
Peju Skidmore, adjunct Instructional Specialist
Roger Wyatt, adjunct Instructional Specialist
Cynthia Crowder, Instructional Lab Coordinator
Tami Davis, Instructional Assistant
Sean Dominguez, Instructional Assistant
Nong Khong, Instructional Assistant
Valeria Esparza, 45% Instructional Aide
Tamara Lincoln, 45% Instructional Aide
Elizabeth Sarvis, 45% Instructional Aide

2009-2010 Accomplishments: A great deal was accomplished in terms of the two overarching goals of the Department since the 2008-2009 report, including accommodating a 90% increase in student hours. In terms of goal 1, curriculum/program development, we refocused our courses to address the needs of students taking credit courses, students referred to us from other programs, and basic skills and Supplemental Learning Assistance students and

provided the staff/faculty professional development to support this new focus. In addition, ongoing improvement of services, procedures and policies took place including maximizing facilities shared with other departments, bringing new facilities online. We provided counseling services and partnered with Financial Aid, Counseling & Assessment.

In terms of goal 2, learning assistance, The ASD Department's Success Center Program and related December 17, 2010 Generated by TracDat a product of Nuventive. Page 2 of 7

Supplemental Learning Assistance Services have experienced enormous growth; in fall 2008 PCC MDSC's 2 sites provided 5,977 hours of supplemental learning assistance services, and a total of 8,058 hours total. For Fall 2009, these numbers had grown to 9,516 and 12,458, nearly doubling. The number of Part time instructional and student assistant staff has also grown to over 60. we have designed and implemented regular training and professional development for all staff and faculty in both the PCC and LAC Success Centers. We completely restructured the services and functions in the CTE Center and continue to grow and maintain relations with the CTE faculty on both campuses. We provided Supplemental Learning Assistance activities and services for 37 courses from 15 disciplines and collaborated with other appropriate departments to develop new SLA. Continued marketing/outreach and ongoing training/guidance in the development of effective supplemental learning assistance activities to department faculty took place. We established improved workflow and consistent, organized and efficient center procedures at both CTE and Multidisciplinary Success Centers. Tutoring services were also expanded.

2010-2011 Accomplishments: There are three sets of accomplishments listed; one, those not included as part of the progress made toward goals 1 or 2 of the 2010-2011 ASD Department Plan; two, those made as part of the progress on 2010-2011 goal 1; and three, those made as part of the progress on 2010-2011 goal 2.

Accomplishments not included as part of either goal:

In order to provide more flexibility in Center staffing and scheduling and to provide professional growth for staff, staff at both sites were cross-trained. 2 Instructional Assistants, one from CTE and one from MDSC were cross trained, as were student assistants and 45% Instructional Aides.

The course attendance and drop process and policies have been revised to allow better access to students attempting to move through the program to transfer, degree and certificate programs.

While the PCC campus undergoes major construction/renovation, the department has lost the use of spaces in the adjacent buildings formerly used for Success Center workshops. However, we have met the challenge of these space constraints by collaborating with neighboring LAR Department to maximize space within the Center. The Multidisciplinary Success Centers and ASD Department added new Supplemental Learning Assistance materials for Math 815 and Read 883 in fall 2010, and coordinated training, staffing and materials management as appropriate.

Accomplishments in terms of Goal 1, Curriculum/Program Development are as follows.

a. Develop and maintain collaboration with other basic skills departments (LAR, English, Reading, Math, ESL) in order to ensure alignment of curriculum and foster smoother student transition and access to programs.

The Department collaborated with Counseling, Financial Aide and Assessment to provide easier access to students wishing to prepare or remediate for the College Assessment and Ability to Benefit tests. The department also continued its collaboration and coordination with the Learning and Academic Resources Department to provide maximum learning assistance services to students at both campuses. We also continue our communications with DSPS and developed a system for better providing DSPS students with the assistive services they may require while accessing the Centers.

b. Provide staff and faculty professional development for use of new instructional materials, processes and courseware.

The department held several training and professional development sessions and department meetings throughout fall 2010 and spring 2011. Meetings were held week one of both semesters and on all Flex Days to provide information and training for the two courses. Training was also provided on an ad hoc basis throughout the semester, and via email and memo.

c. Automate assessment and data collection and develop workflow plan for improved efficiency, follow-through and alignment with program outcomes and goals.

The Department continued to refine its program and course outcomes, and assessment and data collection thereof. We added paragraph and essay writing outcome assessments for both the 601A and 601B courses.

d. Develop for-credit basic skills curriculum.

This strategy was not addressed in 2010-2011.

e. Improve progress of students achieving proficiencies for the non-credit Certificate of Completion in Basic Skills for the Workplace and increase number of students who qualify for the certificate.

Two students earned Certificates of Completion in 2010-2011. In order to improve these rates of completion of

the certificate and the movement of students through the program and on to credit programs, the department worked with Assessment/Matriculation to get a counselor assigned to the Department. This was possible via non-credit matriculation funding. However, due to budget constraints in the Assessment/Matriculation area, the counselor was removed. Simultaneously, with the department's shift in focus, we have had a lesser ability to emphasize this strategy.

f. Develop additional skill-specific, short-term basic skills modules in order to provide additional support to supplemental learning assistance students and respond to referrals from various other disciplines
The formerly very broad BAE course program sheets were separated according to student goal, in effect creating a more module-based system of delivery.

The department has leveraged its resources to assist students with basic skills needs across disciplines. We train Success Center staff in the various basic skills learning resources that can be used to further support or enhance student learning taking place via supplemental learning assistance. Students who come in to complete Math 815 DLAs might be referred to BAE course materials when a lack of foundational skills is identified by the instructional staff working with these students.

We refined our processes for assisting students wishing to prepare or remediate for the TEAS test for the Nursing program. We also revised completely the preparatory program to align with the new version of the exam, TEAS V. This includes revising student program sheets, developing a practice test and scoring rubric as well as new materials.

The following are accomplishments in terms of goal 2, Learning Assistance, provide high-quality and efficient learning assistance programs (including supplemental learning assistance) that contribute to improved student learning and student success:

a. Collaborate with other appropriate areas/departments to develop supplemental learning assistance.

We have worked closely with the Instructional Specialist in the Learning and Academic Resources Department to develop additional supplemental learning assistance. This includes Physiology 1, Food & Nutrition 228, and will soon also include Vocational Nursing 220. We continue to work with the full time faculty instructional specialists in English and Math to coordinate Success Center services and instructional materials.

b. Establish a marketing and outreach plan in order to communicate the benefits of supplemental learning assistance and the potential opportunities for department participation.

This strategy has not been met. While the online Supplemental Learning Assistance training developed with LAR continues to be available as an SLA information resource for faculty across campus and we have hosted several Flex Day events, there is no single consistent marketing and outreach plan. We have set goals and continue to make contact with various faculty across campus.

c. Provide ongoing training and guidance in the development of appropriate and effective supplemental learning assistance activities to department faculty.

Training and guidance was provided to faculty within the Success Centers, and faculty across campus may access the online Supplemental Learning Assistance training developed with LAR as an SLA information resource. In addition, we collaborated with LAR to host two Flex Day informational events. Individual faculty interested in developing SLA for their courses are also assisted one-on-one.

d. Provide ongoing and regular professional development and training for success center staff and faculty.

We provided several trainings/professional development opportunities to the staff and faculty in the Centers in 2010-2011. Both semesters MDSC faculty, tutors and staff attended trainings during the first week while the Centers were closed. This included training for Multidisciplinary subjects as well as for Math and Writing/Reading as appropriate. Trainings in both Student Services and best practices for working with developmental students was provided. Student services training included Counseling, Student Health Services, Library services and DSPS have been conducted for all 4 LBCC Success Center staff and faculty. Front desk staff participated in multiple training sessions conducted each semester. In addition, training was provided to new adjunct instructional specialists. All new tutors participate in CRLA certified tutor training provided via the LAR Department.

e. Develop and implement guidelines and timelines for implementation of new or revised supplemental learning assistance activities.

Progress has been made in this area. The Instructional Specialists in the 4 Success Centers agreed to a process and timeline by which new SLAs are to be implemented to improve the quality of learning assistance and service provided to students in the centers.

f. Evaluate workflow plans for improved operational efficiency, follow-through and alignment with program outcomes and

goals.

We continually evaluate our Center processes and work with staff to improve them. Flow charts to assist front desk in logging students in have been developed. Processes by which students are served (waitlist/clipboard) have been improved and provide greater efficiency/student service. However, due to the busy nature of the center, little time is available to spend sustained time on this strategy. A process by which Center resources are catalogued and made available for checkout via Tutortrac has been established and is being effectively utilized by students and staff.

g. Provide sufficient tutoring resources for supplemental learning assistance and nonsupplemental learning assistance students.

In spring 2011, we added level one tutors to reduce student wait times and alleviate the pressure on the level 3 (SLA) tutors from students coming in for drop-in tutoring assistance. This has proven effective, but added to our tutor budget.

h. Create method for providing effective tutoring in CTE Center.

We have been piloting the effectiveness of tutor assistance in the CTE. We have also procured course textbooks and added in-center course textbook check out for many of the courses with required supplemental learning assistance. While it has been successful, we have yet to explore how to scale it up and find tutors with expertise in the trades.

i. Insure adequate staffing for both CTE and MDSC facilities at PCC.

We rely heavily on part time staff, faculty and student assistants for the functioning of the Centers. Despite the fact that several staff members have been cross trained in both Centers, resource requests reflect the need to add permanent full-time staff to ensure optimal program development.

j. Determine efficacy of current CTE SLA model and revise as necessary

The previous CTE model has been greatly revised to align more with other Success Centers at the College while still allowing for the flexibility needed in this area. In fall of 2010, the number of SLA-required hours were reduced in several CTE course sections, which we hope will eliminate some of the procedural and instructional issues occurring in the Center. The great majority of CTE materials have been organized electronically. Outreach efforts to faculty in the trades areas utilizing the CTE has occurred via CTE and trades area meetings, email, fliers, classroom visits, student orientations in center class orientations.

k. Develop sufficient curriculum to support current CTE SLA requirements

CTE Center staff and the Instructional Specialist have developed and revised many activities while simultaneously working to have the number of required hours reduced in order to eliminate the deficits. It is an on-going challenge to encourage CTE discipline faculty to assist in the development of appropriate and effective SLA.

Goal: short term program effectiveness

Develop a process for tracking and measuring the effectiveness of short term instructional test preparation programs: TEAS preparation, College Assessment Test preparation, Ability to Benefit Test preparation.

Year: 2011 - 2012

Start Date: 08/01/2011

Goal Status: NEW

Goal Priority: High

Rationale: The Department's focus has shifted to serving students whose immediate goal is to complete assessments to access credit courses; however, we do not have a system for tracking the effectiveness of the services provided and are not able to measure related outcomes. Better scores on college assessments will allow students to progress through pre-transfer level courses more quickly, thus improving their chances of achieving degrees and transfer. Access to certificate and degree programs will allow for greater student success in these areas.

Strategies: a. further collaboration with several areas such as Assessment, the Nursing Department, Financial Aid, Institutional Effectiveness
b. develop in-house tracking system
c. add to course outcomes and assessment process

Responsible Parties: Department faculty, Instructional Specialist, Department Head, Instructional Lab Coordinator

Campus supported by this goal: Both

Specify if goal is for Department/ Program

department or sub-area:

Other Area impacted by this goal: Institutional Effectiveness

Other Area(s) impacted by this goal: Nursing program, Financial Aid, Counseling, Assessment

Level of Support Needed: School or VP

Related Resources Needed

* Resources Needed Name: hourly instructional funds

Resources Needed Part time faculty funds to develop process.

Description:

Inter-Level/ VP Level Group NEW for Fiscal Yr 2011-2012

Decision:

Fiscal Year: 2011 - 2012

Duration: One-time

Estimated Cost: 4600.0000

Type of Resource Personnel

Requested:

Justification for Resource Part time faculty funds are needed to enable department to develop this tracking process. (\$58/hour x 80 hours)

Request:

Department Code: 080100 ASD

Requested Funding Source: General Fund

Goal: Workplace Skills/CTE certificate integration

Determine feasibility and process for integrating ASD's workplace skills certificate with the vocational certificate programs and CTE.

Year: 2011 - 2012

Start Date: 08/01/2011

Goal Status: NEW

Goal Priority: High

Rationale: College goals include increased success rates for CTE, faculty in CTE express need for basic skills development for improved success in CTE courses, employers state need for basic reading, writing, math skills. By completing the Certificate of Completion in Basic Skills for the Workplace, students completing CTE certificate programs will have the opportunity to demonstrate to employers they possess these necessary skills. This certificate may be completed during flexible hours, which meets needs of CTE students' course schedules and other barriers to skill development.

Strategies: Work with dean of CTE, CTE faculty, and staff in CTE Center to promote certificate and determine further needs.

Responsible Parties: All department faculty and staff.

Campus supported by this goal: Both

Specify if goal is for

department or sub-area: Department/ Program

Other Area impacted by this goal: Community Relations & Marketing

Other Area(s) impacted by CTE

this goal:

Level of Support Needed: School or VP

Related Resources Needed

* Resources Needed Name: hourly instructional funds

Resources Needed Hourly instructional funds to pay any increased part time faculty hours due to increased student demand, pay part-

Description: time faculty to attend training and to promote certificate.

Inter-Level/ VP Level Group NEW for Fiscal Yr 2011-2012

Decision:

Fiscal Year: 2011 - 2012

Duration: On-going

Estimated Cost: 9200.0000

Type of Resource Personnel

Requested:

Justification for Resource 10 hours/week x16 weeks @ \$58/hour for additional faculty hours that may be needed if increased student

Request: demand and training as to the benefits of, requirements for achieving and promotion of certificate program. Also needed to assist with promotion.

Department Code: 080100 ASD

Requested Funding Source: VTEA

* Resources Needed Name: marketing materials

Resources Needed Printing of brochure for certificate promotion/distribution to students

Description:

Inter-Level/ VP Level Group NEW for Fiscal Yr 2011-2012

Decision:

Fiscal Year: 2011 - 2012

Duration: Both (i.e., initial & maintenance costs)

Estimated Cost: 2000.0000

Type of Resource Supplies

Requested:

Justification for Resource To provide information and promote certificate to students

Request:

Department Code: 080100 ASD

Requested Funding Source: VTEA

Goal: Success Center & Supplemental Learning Assistance

Increase student participation in Success Center and Supplemental learning assistance activities.

Start Date: 08/01/2011

Goal Status: NEW

Goal Priority: High

Rationale: Studies by Institutional Effectiveness have shown that students who participate in Supplemental Learning Assistance succeed and persist at higher rates than those who do not. (See report "SUPPLEMENTAL LEARNING ASSISTANCE (SLA) AND COURSE SUCCESS AND RETENTION: An Analysis of SLA Participation Rates And Course Success and Retention Rates by SLA Participation for 2008-2009" prepared by the Office of Institutional Effectiveness November 10, 2009). This goal will support the goals of the School of Success, the College and Educational Master plan.

Strategies:

1. Increase faculty awareness of Success Center services by
 - a. developing faculty DLA activity which faculty can complete at any time in Success Centers for Flex Credit.
 - b. provide discipline faculty with copies of Success Center material to allow great integration in course syllabi/planning by individual instructors.
2. continue to collaborate with Instructional Specialists on outreach activities
3. contact faculty in areas currently not utilizing Success Centers and/or Supplemental Learning Assistance activities.

Responsible Parties: Instructional Specialist, Department Faculty, Part-time Instructional Specialists, ASD Instructional staff

Campus supported by this Both

goal:

Specify if goal is for Department/ Program

department or sub-area:

Other Area impacted by this Other

goal:

Other Area(s) impacted by All disciplines

this goal:

Level of Support Needed: School or VP

Related Resources Needed

* Resources Needed Name: hourly instructional funds

Resources Needed funding for hourly faculty

Description:

Inter-Level/ VP Level Group NEW for Fiscal Yr 2011-2012

Decision:

Fiscal Year: 2011 - 2012

Duration: Both (i.e., initial & maintenance costs)

Estimated Cost: 4600.0000

Type of Resource Personnel

Requested:

Justification for Resource \$58/hour x 5 hours/week x 16 weeks for faculty-to-faculty outreach efforts

Request:

Department Code: 080100 ASD

Requested Funding Source: Other

Goal: Tutoring services

Expand and improve tutoring program and services offered

Start Date: 08/01/2011**Goal Status:** NEW**Goal Priority:** Medium**Rationale:** Tutoring has been shown to improve student success. Frequently the need for tutoring is discovered during follow up sessions conducted during Supplemental Learning Assistance activities. Demand for services is high. While we offer drop-in tutoring in writing, reading and math, we do not offer tutoring in other subjects. The LAR Department in our School does offer complementary appointment-based tutoring. Further collaboration and coordination would enable us to affect student success in the classroom more effectively.**Strategies:** a. Further collaborate with Learning and Academic Resources
b. Explore feasibility of discipline-specific tutoring in CTE by working with area faculty and Tutoring Coordinator to recruit tutors
c. Publicize tutoring services more widely/aggressively
d. further develop tutor evaluation program and conduct tutor evaluations for all tutors annually and new tutors during first semester**Responsible Parties:** Department Head, Instructional Specialist, Instructional Assistants**Campus supported by this** Both**goal:****Specify if goal is for** Department/ Program**department or sub-area:****Other Area(s) impacted by** Learning and Academic Resources Department, LAR Tutor Coordinator, CTE area**this goal:****Level of Support Needed:** School or VP**Goal: CTE Center student support**

Determine need for and feasibility of specialized student support services in CTE Center

Start Date: 08/08/2011**Goal Status:** NEW**Goal Priority:** High**Rationale:** Success data and anecdotal evidence collected via the CTE Center suggests the need for more proactive support services in this area. This supports College goals and Educational Master Plan.**Strategies:** a. Work with Dean of Student Success, ERD (IR?), Counseling and CTE faculty to develop a plan for determining need and possible interventions
b. develop student survey
c. work with CTE committee**Responsible Parties:** Instructional Specialist, Dean of Student Success**Campus supported by this** Both**goal:****Specify if goal is for** Department/ Program**department or sub-area:****Other Area impacted by this** Institutional Effectiveness**goal:****Other Area(s) impacted by** ERD/IRD, Dean of Student Success, Counseling, CTE, ITDC**this goal:****Level of Support Needed:** School or VP**Goal: CTE SLA**

Survey CTE faculty to determine types of effective Supplemental Learning Assistance materials and activities needed for CTE students

Year: 2011 - 2012**Start Date:** 08/01/2011**Goal Status:** NEW**Goal Priority:** High**Rationale:** Studies by Institutional Effectiveness have shown that students who participate in Supplemental Learning Assistance succeed and persist at higher rates than those who do not. Quality of learning assistance provided is also a concern. This supports College goals and Educational Master Plan.**Strategies:** a. work with IRD/ERD, ITDC, Dean of Student Success to develop and distribute faculty survey on learning assistance needs and possible solutions which may include online SLA.
b. analyze data collected

c. develop assistance based on analysis of data

Responsible Parties: Instructional Specialist

Campus supported by this Both

goal:

Specify if goal is for Department/ Program

department or sub-area:

Other Area impacted by this Grants

goal:

Other Area(s) impacted by CTE, ITDC

this goal:

Level of Support Needed: School or VP