

Rogue Community College
Department / Program Review

Academic Success

November 2018

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Section One: Mission Overview

How does your department and its program(s) fulfill the larger work of the college (the strategic plan and mission)?

Rogue Community College's mission is to provide quality learning opportunities for students to achieve their goals and support the vitality of our communities. This is the core of Academic Success.

Academic Success (AS) mission is to offer professional comprehensive support for students and community members in classes, Academic Success Centers and Testing Centers.

Reading - Prepare students to better use and comprehend college texts, vocabulary and use critical thinking skills.

Academic Success Center -Tutoring – offer comprehensive support for students in college level math, writing, science and other core courses.

Testing - provide a high-quality testing environment that ascribes to the highest professional standards.

Wildly Important Goals (Strategic Plan):

Access to Education Opportunities: Academic Success offers developmental reading classes for students whose test scores indicate a refresher or additional skills are needed before enrolling in college level courses. This class is designed so that a student's reading improves, but also their study skills and learning strategies as well. We also offer classes in college vocabulary, speed reading, and critical thinking that supplements a student's growth, increase learner's ability to read, write and think critically in diverse college courses throughout their college career. Additionally, courses teach specific strategies and analytical skills to solve problems, use available resources, think independently and become more accomplished students.

Student Success: Academic Success Centers are available on all three campuses. Free tutoring services are offered for all registered students in a variety of disciplines in person and on-line. Services are offered by paid professional instructors and certified trained peer-tutors. The goal of the Academic Success Center is to support student success by directly supplementing learning, help clarify specific questions, assist students struggling with homework, and offer encouragement. For a nominal fee we do allow SOU students to access our Academic Success Centers for tutoring services. We have created a Strategies for Student Success web site that has many of the study strategies that were included in our courses; Be a Great Student; Time Management, Test-Taking Skills, Note-Taking, Study Skills and additional links to the

RCC library and Purdue Writing Lab. Between January 2018 and March 2018 we had over 300 hits on the site.

Testing Centers are available on all three campuses. Testing services are offered to all RCC registered students for makeup tests, re-takes assigned by their instructors and/or some on-line web-based class tests. Additionally, appointments for testing can be made for students who need to take computerized tests, or individuals who require a private room for testing. We also offer testing for students with disability services accommodations.

Collaborative Partnerships:

Testing for outside agencies include:

- State of Oregon Department of Consumer & Business Services, Building Codes Division
- Castle Testing
- Kryterion
- Metro (Pesticide Testing)
- Pearson Vue
- National Healthcare Association
- PAN
- Certiport
- Crane Institute

Testing for Other Colleges and Universities:

- Lane Community College
- Portland Community College
- Western Governors University
- Brigham Young University
- Oregon State University
- Nursing Entrance Exams

(Note: not all affiliations have been listed)

Proctoring services are available for other institutions, agencies and the general public by prior arrangement.

Some of the best collaborative partnerships occurs within Academic Success. We truly believe we are a "community" college. At the heart of our department is a desire to see students succeed and we form partnerships with our students, the community, and faculty.

It is not uncommon for testers, either RCC students or testers from community agencies, to come back by the testing center to share their test results. Often a box of chocolates or cupcakes accompany their visit, to tell us how much they appreciated our encouragement and kind words.

Our tutors experience these same type of visits. Students come to Academic Success Centers intimidated, overwhelmed, and fearful. We offer encouragement, confidence, and knowledge. Students come in and truly believe they will “never get it,” and it is rewarding when they come back and say, “I passed, I could not have done this without you.” Often students start visiting the Academic Success Center in developmental classes and continue until graduation or transfer.

We have also helped form partnerships. We know from national trends connection is a major predictor of success. We focus on connecting with students, so they know our name and we know theirs-we get to know them. When the term first begins often students are hesitant to introduce themselves or connect with others in their class. They all may be in the Success Center but at different tables struggling with the same concept. Because our tutors are helping at multiple tables they realize when the same question keeps arising. We help them connect, introduce each other and it is amazing to watch as “study buddies” form. It has happened where the same group enrolls in the same classes all the way through their time at RCC. They help each other and it is exciting to watch students succeed where they once thought it was not possible.

Section Two: Profile

A brief history of department.

Academic Success has undergone many changes in the life of RCC. Originally the focus was on Developmental Education, and this has evolved with time. However, in one way or another, it has always been linked with testing and tutoring.

Developmental Education services provided basic academic skills to help students succeed in school, work, at home, or in the community.

In 1996, Jackson County was annexed into the Community County District. Services in Jackson County went from multiple sites and locations to beginning a permanent location in downtown Medford, along with centers in White City, the mall, and a church.

By 2002, the RCC Developmental Students Division consisted of three main program areas; Developmental Education, Adult Basic Education and Support Services. RCC had expanded services and had campus centers located in Josephine and Jackson County. At that time there was a Dean, Associate Dean, and 3 directors over the main program areas. Developmental Education Services were offered in both Jackson and Josephine County.

These services included:

DE classes

- RD20 – College Reading I
- RD30 – College Reading II
- RD40 – Speed Reading
- SK5 – College Connection
- SK8- Introduction to Math
- SK31 – College Success (both in person and on-line)
- SK41 – Critical Thinking (both in person and on-line)
- SK45 – Applied Spelling and Vocabulary
- WR10 – Basic Writing
- WR20 – Fundamentals of Composition I
- WR30 – Fundamentals of Composition II

Tutoring Centers

- Wiseman Tutoring Center
- Riverside Campus – G building

Testing Center

- Wiseman Testing Center – Josephine County
- Riverside Testing Center, G Building – Jackson County

Currently, Academic Success consists of the following:

- Academic Success Centers (3)
- Testing Centers (3)
- Reading Courses
 - RD90 College Reading
 - RD115 Speed Reading
 - RD116 College Vocabulary Development
 - RD120 Critical Reading and Thinking

In November 2013, Community College and Workforce Development convened teams consisting of faculty, student support services, and administrators from all 17 Oregon community colleges to begin Developmental Education (DE) redesign work.

At that time, our department (Academic Skills) consisted of four full-time Faculty and over 20 adjunct teaching faculty. We offered:

Writing	Reading	Math	Supplemental
WR 10	RD 20	SK 8	WR 185 (Grammar)
WR 20	RD 30		RD 115 (Speed Reading)
WR 30			RD 116 (Vocabulary)
			RD 120 (Critical Thinking)

Using the DE redesign framework, we looked closely at the gaps where students typically left college. It was evident we needed to take steps to help eliminate these gaps, so we redesigned our curriculum in reading and writing and eliminated RD 20 and WR10 courses.

Placement test scores were lowered to allow more students into the classes. Although students may have lower skill levels, the curriculum was changed to include additional skills for those students who needed further refreshers. At this time, Math 20 was added to our department and we eliminated SK8. We were excited to see the results of this major restructure. Our department now consisted of 3 full-time Faculty and less classes.

Writing	Reading	Math	Supplemental
WR 20	RD 30	MTH20	WR 185 (Grammar)
WR 30			RD 115 (Speed Reading)
			RD 116 (Vocabulary)
			RD 120 (Critical Thinking)

Then in fall 2016-2017, the department went through another major change. Math 20 classes were moved to Adult Basic Skills, and the full-time instructor who was coordinating those courses was transferred to ABS as well. In addition, the writing classes and other full-time instructor in AS was moved to Humanities.

Academic Success Department now consists of reading classes, Academic Success Centers, and Testing Centers. The Academic Success Center has historically been with the AS department, but the Testing Center was originally under a Dean and a separate Testing Administrator managed them. These functions now are managed by the AS Department Chair.

Reading	Supplemental Courses	Tutoring Centers	Testing Centers
RD 30	RD 115 (Speed Reading)	Redwood	Redwood
	RD 116 (Vocabulary)	Riverside	Riverside
	RD 120 (Critical Thinking)	Table Rock	Table Rock

In the table below, list the program(s) that this department offers. Align CPC and certificate with 2-year degree as appropriate.

Academic Success does not include a program. However, Reading 90 is a prerequisite for many, if not all, programs.

Career Pathways Certificates	Certificates	Two-Year Degrees	Entry Requirements
<i>Add rows as needed.</i>	N/A	N/A	N/A

- Enrollment and demographics (by each degree/certificate)
 - Number of students enrolled for each of last 3 years
 - Number of students who graduated for each of last 3 years (if applicable)
 - Completion rate for each of last 3 years (course, certificate, degree)
 - Job placement/transfer data (if available) for each of last 3 years
 - May include number of students who passed national exams or other data deemed important by the department/program
- Sections of dual credit offered (if applicable)

Fall 2013-2014		
51 sections offered -3 sections canceled 4 FT Instructors 23 ADJ Instructors *	SK8 – 5 Sections MTH20 – 12 Sections WR10 – 4 Sections (2 canceled) WR20 – 3 Sections WR30 – 9 Sections WR185 – 1 Section RD30 – 9 Sections RD115 – 5 Sections RD116 – 1 Section RD120 – 2 Sections (1 canceled)	
RVC Academic Success Center 747 Students 13.26 FTE	RWC Academic Success Center 527 Students 11 FTE	Table Rock Campus L&R Center 98 Students 1.1 FTE

Fall 2014-2015		
44 sections offered – 7 sections canceled 3 FT Instructors 21 ADJ Instructors* Eliminated SK8 and WR10		MTH20 – 16 Sections (2 canceled) WR20 – 2 Sections WR30 – 9 Sections (2 canceled) WR185 – 2 Section RD30 – 9 Sections (2 canceled) RD115 – 4 Sections (1 canceled) RD116 – 1 Section RD120 – 1 section
RVC Academic Success Center 755 Students 11.7 FTE	RWC Academic Success Center 402 Students 9.5 FTE	Table Rock Campus L&R Center 94 Students .68 FTE
Fall 2015-2016		
33 sections offered – 5 canceled 3 FT Instructors 26 ADJ Instructors*		MTH20 – 15 Sections (1 canceled) WR20 – 2 Sections WR30 – 8 Sections (1 canceled) WR185 – 2 Section (2 canceled) RD30 – 8 Sections (1 canceled) RD115 – 4 Sections RD116 – 1 Section RD120 – 1 Section ELL115A-6 Sections
RVC Academic Success Center 730 Students 10.83 FTE	RWC Academic Success Center 400 Students 8.5 FTE	Table Rock Campus L&R Center 115 Students 1.03 FTE
Fall 16-17		
12 sections offered 1 full time faculty 10 adjunct faculty *		RD30 – 7 sections No classes canceled RD115 – 2 sections RD116 – 1 section RD120 – 1 section
RVC Academic Success Center 669 Students 12.07 FTE	RWC Academic Success Center 368 Students 10.22 FTE	Table Rock Campus L&R Center 167 Students 1.72 FTE
Fall 2017-18		
12 Sections offered canceled 1 full time faculty 10 adjuncts * 3 classes		RD90 – 7 sections offered RD115 – 2 sections RD116 – 1 section RD120 – 3 section
RVC Academic Success Center 493 Students 8.19 FTE	RWC Academic Success Center 326 Students 8.05 FTE	Table Rock Campus L&R Center 52 Students .31 FTE

*one adjunct may be teaching more than 1 section of a course

Testing Centers
Combined Testing Centers Totals
 2015-16

	Summer	Fall	Winter	Spring	
RVC	484	1224	1286	1392	4386
TRC	501	795	570	702	2568
RWC	282	736	788	850	2656
Total Candidates					9610

2016-17

	Summer	Fall	Winter	Spring	
RVC	374	1256	1361	1324	4315
TRC	385	595	691	518	2589
RWC	182	861	747	734	2524
Total Candidates					9428

2017-18

	Summer	Fall	Winter	Spring	
RVC	420	1224	1228	1256	4128
TRC	444	652	698	838	2632
RWC	294	730	765	728	2517
Total Candidates					9277

Total Counts & Fees Non-RCC Students tested at Table Rock Campus

Year	Candidates	Fees
2014-2015	1618	\$22,355.75
2015-2016	2235	\$28,713.14
2016-2017	2165	\$30,608.40
2017-2018	2295	\$34,413.62

These candidates are included in the total counts of all testing centers

Staffing Narrative: Provide the following information for each of the last three years:

	Year 1: 2015-16		Year 2: 2016-17		Year 3: 2017-18	
	FT	Adjunct	FT	Adjunct	FT	Adjunct
Classes						
Number of faculty:	3	26	1	8-9	1	7-8
Number of sections taught:	28	94	6	32	9	30
Academic Success Centers						
Professional Tutors*						
RWC		8	1	9	1	10

RVC	1	9	1	13	1	11
TRC		1		1		1
Peer Tutor			Number varies by term			

*This is the total of tutors per year. The full time tutor may be the same person on each campus working a limited number of hours in load. TRC tutor is a shared tutor with Adult Basic Skills.

Classified staff (if applicable; note if the position is shared with other departments.):

Academic Success has a shared Administrative Assistant who works for Math and Computer Science, also.

Testing Centers have two full-time test proctors, and another full-time test proctor who also shares duties with Library and ABS. We also have two 19-hours per week supplemental test proctors.

Academic Success also pays for part of two RVC classified staff who work in ABS behind the counter at RVC.

Are your staffing levels adequate to support achievement of your student learning outcomes? Why or why not?

Staffing levels for reading classes are currently being met. But, with an increase in enrollment and more students participating in the Freshman Experience it may become a challenge. Additionally, we are supporting the WR91 class by providing the embedded tutor for each section. The tutor is in the class for the entire class and assists with students for the lab portion as well. This has proven to be a successful collaboration with Humanities and very successful for students to take one course, instead of 2 (WR90 and RD90), and are able to pass both of those and sometimes even be able to jump ahead to WR121. WR91 class began Fall 2017-18 and has had a section on both RWC and RVC Fall, Winter and Spring and again this Fall 2018.

Current staffing for Academic Success Centers is adequate for professional tutors. In 2016, we developed a peer-tutor program. There is a rigorous training that each peer tutor must pass and then they are mentored by professional tutors in their first months of hiring. This has shown great promise and the feedback has been excellent. Additional faculty for training peer tutors and staff to help with the tracking of training and other office duties involved in the hiring, tracking of hours, scheduling of work and evaluations of peer tutors will be necessary.

Staffing in the Testing Centers is still somewhat of a struggle. We have a full-time person for two centers, one full-time person who is split among three departments, and two 19-hour per week supplemental test proctors. Occasionally, this leaves us short when a full-time proctor is out sick or on vacation. There potentially is a need to expand the testing services for outside agencies. With our staffing levels as they are that is not possible. Testing services in the evening and on Saturday's would potentially be a source of revenue for the college that could possibly pay for the

proctor and garner additional community support and good will. At this point if one proctor would be out for any length of time we would be struggling to keep services at the level they are currently staffed.

Budget Narrative: Are your Materials & Supplies and Equipment budgets adequate to support achievement of your program learning outcomes? Why or why not? Provide relevant data.

Currently, our budget for materials, supplies and equipment is meeting our needs. We operate on the budget that is given us. We are frugal with our dollars and attempt to save as we can. In the past, the GED state conference did not offer much for test proctors and there was little desire to attend. That is supposed to change with more offering for proctors in the way of classes offered at the conference. As proctors are classified staff, professional development dollars do not go very far and the testing budget is limited on how much there is for conference attendance.

Our department has gone to Ad Hoc committees on several occasions for funding for different things, including chairs for our Table Rock Center Testing Center and Wiseman and Riverside Academic Success Centers. We have requested new computers for our centers and received upgraded computers from other labs.

As with all departments, our budgets have been reduced and we do what we can to maintain the best services for students that we can.

Facility Narrative: Are the college facilities adequate to support achievement of your program learning outcomes? Why or why not? Provide relevant data and reference to field best practices.

Classes -Facilities for classes meet our needs.

Academic Success Centers - Facilities for Academic Success centers currently meet our needs. We share spaces with Adult Basic Skills at the Riverside Campus and this has proven to be a successful collaboration. Students can easily transition from ABS classes to college classes and not feel like they are different than any other student at the college. The facilities at Table Rock Camps are a shared space with the library, Adult Basic Skills and the Academic Success Center. Again, this has been a good collaboration as it allows us to share staff and serve the population of students at that campus. The center at Table Rock Campus was built with the major purpose of testing, as we need to have the facilities inspected and approved by our various contracted organizations. In the future we may need to look at how and where we serve the students as the campus grows and expands.

Testing - The testing center at TRC is the most up-to-date electronically and has the most space for testing larger numbers of students. It was built specifically to accommodate group testing on computers. Again, the space for testing at TRC has been inspected and approved by the various organizations that have contracted our services. If we move services we would have to have those organizations inspect

and approve any new locations prior to testing candidates. (Specifically, Pearson Vue has specific contractual issues which require prior approval before a testing location can be used.)

Both RVC and RWC barely meet the needs of students, in an ideal situation we would upgrade the computers and have additional space for testing at both of these locations. The rooms are outdated, lack ventilation, and lack any growing space. During mid-terms and finals, it is common to have a line waiting for a spot to test.

College Resource Narrative: Are the college resources such as the library, technology, marketing, tutoring, testing, etc. adequate to support achievement of your program learning outcomes? Why or why not? Provide relevant data and reference to field best practices.

Although we are a college resource, computer labs and library deserve kudos. The computer lab has excellent staff who are patient and truly help the students conquer the intimidation and frustration navigating technology. Their operating hours accommodate almost every schedule. The library is another terrific resource. The welcoming atmosphere is apparent on each campus, the staff is knowledgeable and ready to assist, and the list of services are impressive.

Section Three: Program Context

How do your programs reflect national/regional/program/discipline trends?

Academic Success aligns strongly with national trends in education. We have redesigned our offerings and limited the number of classes in the reading sequence. It is evident colleges must help students complete their programs or certificates as quickly and as efficiently as possible and AS has made efforts to assist in this process.

We have also worked with Humanities and Math to try to decrease the number of courses students need to take before reaching college level work. We helped to create and teach a combined writing and reading course that students can take to shorten the “pipeline” with the ability to meet both prerequisites in one course, instead of two.

We continue to look at current trends in the reading discipline such as the Reading Apprenticeship. This program helps to incorporate reading into all disciplines. We are looking at how to best add additional reading strategies into all 100 level courses to help meet reading requirements and ensure student success.

Academic Success Centers are certified through the College Reading and Learning Association (CRLA). We set the goal of becoming CRLA certified in 2016 and achieved this milestone in 2017. CRLA sets professional standards of skill and training for tutors and mentors and requires documentation this has been met. It has raised the level of training and professional standards in our centers. We use professional and peer-tutors in our centers and offer certification training for all tutor’s campus-wide each term. Having peer-tutors has allowed instructors to make recommendations of students that they feel would be good peer-tutors and this has offered another avenue of connection between Academic Success and other departments. We rely on Instructors to recommend academically strong students to help us work with students to strengthen their success. Additionally, we have created a partnership with TRiO on campus and have started training peer-tutors for their program and are excited about this collaboration.

Testing Centers are operated to ensure the highest standards are upheld. Our processes have strict procedures in place so that the tests are safeguarded and the testing facility itself is secure. We are diligent to check tester’s identity and maintain visual oversight while in our center. Our internal stakeholders include all college faculty, staff and students. Additionally, we have approximately 13 or more external stakeholders for whom we proctor exams that range from GED to credentialing to annual certifications and employment exams.

We must have equipment that is up-to-date. Not only the computer and current software programs, but internet capabilities that allow multiple testers at the same time. This also includes things like cameras for observation, recording equipment, and digital sign-in capabilities. These requirements come from our external

stakeholders and we work closely with Instructional Media/Help Desk so that computers are kept running and up-to-date.

Describe how you gather external stakeholder feedback (What is the process of gathering data?) highlights and any changes needed or made based on the feedback.

We gather our data through feedback in emails, informal conversation and surveys. Our outside stakeholders use different evaluation systems connected to their testing systems. We receive feedback regularly from these organizations. It is not uncommon for a “tester” to stop back by the testing center and share their grade and give us feedback on our services. GED testing is one of our biggest external stakeholders groups and based on this group’s feedback we offer two 2 full days of testing per week. Due to the demographic of testers it is important to have a regular schedule so that advanced planning is possible for the testing candidates. As soon as the RCC yearly schedule becomes available our testing calendar is set for the year. Additionally, it is not uncommon for an organization to ask for particular accommodations for their testing candidates, such as longer test time, from 4 hours to 6 hours or testing on particular days.

One of the changes that needs to be addressed in the future is being available to test in the evening and/or on a weekend. This would require hiring additional proctors and having facilities available to be open and secured.

Section Four: Program Learning Outcomes and Assessment

Management of course offering and course outline updates:

All courses are reviewed and updated every two 2 years. Critical Reading and Thinking (RD120) was updated this year. College Reading (RD90) was updated in 2017. As discussed in previous sections, we are continually reviewing our course offerings to meet the needs of students and faculty. For example, we made changes to RD116 in 16-17 to reduce the number of CLOs, and to better align with the PLO and closer align to ILOs. This year we reviewed RD120 and revised the CLOs to include cultural and social thinking structures to broaden the views and perspectives students will be introduced to in class. Speed Reading (RD115) and College Vocabulary (RD116) will be review this coming year.

Number of courses owned: 4; RD90, RD115, RD116, RD120

What is the department's schedule and process for updating official course outlines? Officially, we review our course outlines every two years, but realistically we review our offerings and outlines annually. 18-19 year we will review RD115 and RD116. Last year (17-18) we reviewed, and modified, RD90 and RD120.

List your stakeholders and describe how they are involved in the development and review of your PLOs?

Internal stakeholders are faculty, staff, and students at RCC.

External stakeholders are other colleges, 4-year colleges, outside agencies and organizations that hire our students. We follow national educational best practices.

What is the department's process for reviewing and updating Program Learning Outcomes (PLOs)? "What do you think?" surveys are reviewed after each term and evaluated if changes are needed. We are also collecting reflection journals that specifically discuss curriculum and informal feedback. This process has been illuminating, and although the PLO did not change, it led to major revisions in curriculum.

PLO assessment plan:

- PLO Assessment Cycle: See attachment 1, Table I attachment.
- What are the details of the PLO assessment plan, including when, where and how each PLO is assessed. Please see attachment 2, Table II attachment.

PLO assessment data collection and analysis:

Does the program have key multi-section courses that are aligned with the PLOs?

In RD90 all instructors give the same mid-term and final that is graded with multiple choice and rubric key. These steps ensure inter-rater reliability. There is only one instructor for RD115 and RD116. For RD120 the curriculum was redesigned in 2018 using an OER and supplemental material. Rubrics have been created along with a portfolio requirement that ensures common assessment methods.

Program Learning Outcomes:

PLO 1- Use reading skills and strategies to comprehend a variety of textual materials in academic, work, community, and family settings.

This PLO is assessed in RD 116 - College Vocabulary:

CLO 2: Analyze appropriate word choices, synonym replacements, and strategies for identifying word meanings in context.

Assessed by: Written assignments, quizzes and exams.
Fall 2017: 20 students enrolled

CLO 2 Assessed:

Week 3 Multiple- Choice Quiz	Question 7 1 point each	19 students participated	15 answered correctly	4 incorrect
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Discussion Board Graded with rubric	10 points possible	18 students participated	13 earned 10 points	2 earned 9 points	1 earned 8 points	1 earned 7 points	1 earned 5 points
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Background Information (possible evidence of significant changes):

In 2014, we developed curriculum for RD 116 without a textbook. Feedback from students continued to reflect the textbook was not effective and “boring” and the cost was high. When we started this project, we reviewed OERs, but ultimately decided to develop our own relevant material. Feedback has been positive. This requires us to find articles and examples that are current, but this class has continued to “go” each term and students appreciate the savings and quality of up-to-date curriculum.

How does your PLO assessment inform program or department changes in curriculum and/or prerequisites?

We collect reflection journals that specifically discuss curriculum and PLOs. This process has been illuminating, and although the PLO did not change, it led to major revisions in curriculum. We have revised three of our courses, two within the last two years so that we use OERs, and also have eliminated the Pearson Vue reading lab. This will save the students money and also alleviate the frustration of navigating the Pearson Vue lab.

Program map(s) for certificate or degree programs.

Although there weren't insights or issues discovered as a result of mapping, it was extremely beneficial to be able to clearly see the major changes to Academic Success department and also have a snapshot of the crucial services and support AS provides at RCC.

Please see 4A, 4B, and 4C attachments. 17

Faculty Development:

Academic Success faculty are versed in the use of Blackboard as a course tool for both the entire class and as a highbred structure. Additionally, best practices, working with students learning styles and using multiple modes of examples helps to keep our students engaged and active in the classrooms.

Faculty understand that many of the students enrolled in “developmental classes” have had, and still may have, multiple issues they face that can keep them from being successful. For this reason, it is common to have lessons that include study strategies along with reading comprehension. Students may be assigned a task to find what scholarships they may be eligible for as a lesson on using the library. When the students are struggling, missing classes, or just needing that extra little bit of help – it is not uncommon for one of the AS instructors to call them and ask how they are, walk them to the counseling department to schedule an appointment, or just let them know that there is someone who thinks that they can do it!

Faculty are encouraged to participate in professional development. It is not uncommon for the department chair to send out professional development opportunities that are free on-line resources that may be of interest, in addition to professional development opportunities that are relevant to best practices. Additionally, all faculty are encouraged to attend all department, staff and college meetings.

It would be good to be able to offer free classes for faculty that would be interested in increasing their knowledge in best practices and or refreshing their skills.

Section Five: Significant Changes

We have recently adopted OER's in three of our courses. Our students have continued to express dissatisfaction and concern about the rising textbook costs. We also have used Pearson Vue labs that mainly relied on rote memorization and did not produce the intended results needed for this demographic of students. Overall, students also had great difficulty navigating the software and were often discouraged.

RD 90 has inherently used a textbook that requires a Pearson lab. The cost of this textbook is \$95. Students are quite vocal about the cost of the book, especially considering this is not a college level class. The lab is cumbersome to use and frustrating for the students. It also requires vital use of class time to help student's set-up and familiarize themselves with the Pearson lab.

Through an informal survey, along with complaints from students, evidence showed it was crucial to develop a course that eliminated a lab and used an OER resource. A course was piloted summer 2018 that used the textbook, but not the lab. Results were overwhelmingly positive. Students were excited to learn more about Blackboard, which is where the new material was developed. This helped them develop further skills in not only reading, but technology as well. This personal growth and confidence will be beneficial for student's success. This is a pass/no pass class and the passing rate increased by 13%.

Courses in fall 2018 are being piloted without a lab and using a portion of an OER resource and other available free resources.

In Reading 120, we revised the CLOs to include cultural and social thinking structures to broaden the views and perspectives students will be introduced to in class. The textbook was over 10-years old, and while the ideas were still relevant, the examples were outdated. We have adopted an OER textbook, but also have found the possibilities are limitless in current culture and on the internet. We are excited to offer this new updated class.

RD 115 is next on the horizon for OER development.

Our peer tutor program is moving along at a very good pace. We are certified through the College Reading and Learning Association (CRLA www.crla.net) an International Organization that provides certifications for programs that demonstrate high standards in training and skills for tutors. We have been training Academic Success tutors as well as TRiO tutors. This has proven to be a great partnership.

We are working toward certification for the testing centers as well through the National College Testing Center Association.

We have collaborated with writing to develop a writing class that incorporates reading within the writing course and thereby helping students to complete their prerequisites sooner. This change was in response to a major shift in how we

approach underprepared students. The older model of a long remedial curriculum doesn't work: pass rates are low in remedial classes, and a long remedial curriculum includes too many potential exit points.

In our annual review of outcomes, we noted we did not have the ILO personal growth officially listed in any of our courses. This is clearly not the case as RD 90 is a development education class and personal growth is demonstrated at each topic and milestone. We also see evidence of personal growth in RD 120 as students are introduced to new perspectives and cultural and social structures. Both of these are on our radar to revise when reviewed at CASC next.

Section Six: Institutional Learning Outcomes (ILOs)

Institutional Learning Outcome Statements:	Relevant to our program: (indicate yes or no)	Course(s) aligned with this ILO	CLO that aligns (CLO1, CLO2, etc.)
Application of Knowledge: Students will synthesize and use knowledge in familiar and unfamiliar situations to effectively solve problems and complete tasks.	Yes	RD90 RD115 RD116 RD120	CLO1 (90) CLO 1 (115) CLO1 (116) CLO 4 (120)
Approach to Learning: Students will engage in and take responsibility for intentional learning, seek new knowledge and skills to guide their continuous and independent development, and adapt to new situations.	Yes	RD90 RD115 RD116	CLO2 (90) CLO 2 (115) CLO2 (116)
Communication: Students will engage in quality communication using active listening and reading skills and expressing ideas appropriately in oral, written, and visual work.	Yes	RD120	CLO2
Critical Thinking: Students will think critically and creatively about problems and issues in classroom or school, home, work, and community settings to create positive, sustainable solutions	Yes	RD120	CLO 1 CLO 3
Personal Growth: Students will balance life and civic responsibilities, believe in themselves, accept and commit to change, self-reflect, and be tolerant and respectful of themselves and others.	No (at this time - see Section 5)		

ILO:	Assessment tool:	IF grade is:	Then ILO score is:	Performance:
(AK)1	Part II of Final Exam	0-4	0	12%
Demonstrate ability to transfer learning in familiar and unfamiliar contexts in order to complete tasks.		5-10	1	
		11-15	2	12%
		16-20	3	50%
		21-25	4	26%
(AL)1	Final Course Grade	Z	0	21%
Understand and accept responsibility for learning.		NP	1	
		P	3	79%
(AL)3	Part I of Final Exam	0-4	0	18%
Internalize and assimilate information into new situations.		5-10	1	
		11-15	2	
		16-20	3	26%
		21-25	4	56%

This is the data from 1 reading class final exam. 10 student's scores were translated to reflect the ILO assessment. The department began recording ILO scores fall 2015 and tracked those records for 2 two years. The results are shown in the Appendix (ILO Cumulative Report 2015-2017 & Directions for Part I of Final). Additionally, directions for Part 1 of the Final are included so you can understand what is being assessed. Part 2 of the Final is 25 multiple choice questions referencing the final reading and work from part 1 of final.

Section Seven: Summary

Describe the major strengths, challenges, and themes that emerged from your department/program review.

Strengths:

Academic Success offers a broad array of services with reading classes, Success Centers, and testing centers that help fulfill the strategic plan and mission of the college. We are excited to have updated our curriculum to eliminate costly textbooks for our students and anticipate positive feedback.

We are proud of earning CRLA certification and implementation of peer-tutors.

We are building a team of instructors and professional tutors that are cohesive and energized, and each member understands the others functions and roles. Ultimately this will benefit not only Academic Success, but RCC internal stakeholders, and our external stakeholders as well. We recognize that this is an enduring and continual process, but we are constantly looking for ways to improve our services and outreach.

Testing Centers; our testing centers are awesome. They are able to test over 10,000 candidates a year with a minimum of issues. The proctors are diligent and work extremely hard to provide excellent services for people who are stressed, nervous, and anxious. They smile and work to calm the candidates, offer encouragement, atta-boys and way to goes! They are often the recipient of angry hostile people who want their way right now and when they don't get it take it out on the person in front of them, the test proctor.

Challenges:

Academic Success classes - keeping curriculum up-to-date and relevant will be a challenge for our adjunct faculty. While OERs greatly reduce the students cost, faculty must make sure the material is available and relevant.

We have deleted the Pearson Vue lab, but students must be able to access the internet to find relevant current articles. This requires RD 90 to use computer labs and is a challenge to schedule classes in the computer labs.

Academic Success Centers - maintaining current funding for both professional tutors and increasing or maintain funding for peer-tutors. Having the ability to use both types of tutors offers the best situation for students. Peer tutors get hands-on experience and mentoring from professionals, students being tutored learn that both peer and professional tutors are excellent resources.

Testing centers – having enough proctors. With the current staffing we cannot afford to increase hours or have anyone out sick. Maintaining staff has been difficult.

Themes:

Academic Success Staff and Faculty work together as a great team, always working with the best interest of students in mind. Staff that have been around for a while will tell you what a great place RCC is to work and it is because we are helping students! New staff will tell you the same thing. It is energizing to really be able to help someone succeed!

Section Eight: Attachments

- Table I
- Table II
- Maps (3) 4A, 4B, and 4C
- Sample Syllabus
- Combined ILO's RD30 2015-2017
- Directions for Final Part 1
- Link to department website - [Academic Success](#)
- Link to department website - [Media Press Release Peer-Tutoring](#)
- Link to department website - [Strategies for Student Success Web Site](#)

Table I Program Learning Outcome Assessment Cycle

Program Learning Outcome Assessment Plan	Assess	Adjust	Confirm/Re-assess
PLO Use reading skills and strategies to comprehend a variety of textual materials in academic, work, community, and family settings. Courses: RD 90 RD 115 RD 116 RD 120	17-18	17-18	17-18

Table II Overview of Program Learning Outcomes Assessment Plan

Year	Program Learning Outcome	Course(s) where assessed	Specific CLO(s) aligned with this PLO	Direct Assessments		Indirect Assessments
				Assessment methods	Assessment tools	
18-19	Use reading skills and strategies to comprehend a variety of textual materials in academic, work, community, and family settings.	RD 115 RD 116	Improve college level reading rate while improving comprehension. Analyze appropriate word choices, synonym replacements, and strategies for identifying word meanings in context.	70% mastery on pre-view and post-view comprehension questions on college-level material Oral and/or written assignments, quizzes or tests	Grades on quizzes, rubrics, scoring guides	Overall completion rates for both courses What Do You Think
19-20	Use reading skills and strategies to comprehend a variety of textual materials in academic, work, community, and family settings.	RD 90 RD 120	Develop and increase vocabulary and analytical skills in college course work. Apply critical and creative thinking and reading skills to solve complex problems related to everyday life and current social issues.	Written assignments, journals, quizzes and assignments Written assignments, reflection journals and class discussions	Grades on quizzes, rubrics, and scoring guides. Grades on quizzes, rubrics, and scoring guides.	Self-assessments What Do You Think Reflection Cards Faculty meetings and discussions