Antelope Valley College

Annual Program Review Update Report

December 2011

Instructional Resources and Extended Services

Academic Year Reviewed: 2010 – 2011

Table of Contents

Area 3 Curriculum
3.5 Are all Course Outlines of Record (CORs) current?
● Learning Center
All CORs for all of the Learning Center classes are current. In addition, we have made LAC 100 into a hybrid course and are in the process of adding two additional courses: Managing Writing Anxiety and Master Tutor, both currently in CurriCunet. We have received re-certification of tutor training courses through the College Reading and Learning Association in order to award certificates to students who complete the CRLA requirements. The reviewers described our program as an "international model" based on the most current research.

● Library
All CORs are current. Library courses include:
- Lib 101 Introduction to Library Research (2 units)
- Lib 105 Introduction to Libraries and Information (3 units)
- Lib 107 Information Competencies (3 units)
- Lib 110 Introduction to Internet Searching (1 unit)
- Lib 199 Work Experience

● IMC
IMC does not offer any instruction.

3.6 Both full-time and part-time faculty use the COR when creating the syllabi for their courses. Adjuncts review the syllabus with a full time faculty member to insure including of all elements of the COR when teaching for the first time.
● Library and Learning Center
The Library and Learning Center faculty discuss the utilization of the appropriate COR in the design and teaching of the credit courses to ensure uniformity and compliance.

● IMC
There is no faculty assigned to IMC.

Area 5 Data Analysis and Environmental Scan
5.3 The program was provided with a substantial amount of data from the Office of Institutional Research and Planning. The self-study team should review and have a dialogue on the data and then identify major changes or enrollment trends expected to be of particular relevance to the program in the next four years. Consider WSCH/FTES, success, retention and persistence as applicable, and the number of degrees and certificates if applicable. Consider data on gender, age, ethnicity, night vs. day, etc.
● Learning Center
Courses: Students are inappropriately enrolling in LAC 100 in order to get full-time enrollment. These students don't have the writing skills to keep up with the writing component. They drop the course in large numbers which means that we have fewer students that enroll in the subsequent course, LAC 200. Enrollment in LAC 900 is down since it is dependent on having funding to hire tutors. Enrollment in LAC 901 is dependent on faculty promotion of workshops and Learning Center referrals to learning specialists for student individual help. The Academic Skills Center is currently seeing referrals of all students on

Probation Two and Dismissal.

Tutorial and other services: Students are coming in with lower skill sets, not only do they have low basic skills, but they also lack the technological skills. Additionally, they have not adapted to the culture of academia. More faculty are sending referrals to Early Alert; however, staffing to serve Early Alert has been cut drastically, due to our current budget crisis. Tutoring at the Palmdale Center in key areas such as reading and course specific subjects affects those students who do not have transportation to the Lancaster campus.

Meeting needs: The Learning Center believes in "students first." Therefore, the faculty in the learning center offers more workshops and individual work with students as well as scholarly activities in order to find methods to instruct students for higher learning outcomes. We have to shift more of our attention away from transfer and certificate level programs to meet the basic skill needs of students, which are more consumptive in nature. At the same time that needs are increasing, funding is decreasing, so we are unable to serve as many students.   As in previous years, we are having trouble identifying and hiring the higher level tutors because we believe they are going elsewhere because they can get paid more. Students referred to Early Alert are not being contacted in as timely a fashion as in past terms because student workers and adjunct faculty hours were cut.

● Library
During the past year, 443 students enrolled in Library courses 101, 107, and 110.   Highest enrollments were in LIB 107 (44%) and 101 (42%).   As throughout the college, females represent the largest gender segment. Seventy percent of students enrolled in LIB 101 are under 20 years of age; yet only 11% of this age group is enrolled in LIB 107, and an even smaller percentage in LIB 110. Average student success in each course is as follows: LIB 101- 81%, LIB 107- 61% and LIB 110 – 45%. Retention for the same courses is: 90%, 85% and 76%, respectively.

● IMC
AVC enrollment continues to confirm that students age 34 and under make up the greatest percentage of enrollment. In 2008, this group made up 78.2% of enrollment and in 2009, this group made up 79% of enrollment. The under 20-34 age group represents technologically literate students who have been part of the digital age since birth. As technology dramatically changes our society, IMC can assist faculty to meet the needs of the modern student by providing technology-rich classroom experiences. The IMC delivers easy, 24/7 access to educational content and educationally focused organizations -- learning on the go through podcasts. Students can sync iTunes with any iPod another MP3 or iPhone, so they can go right on learning while they catch a meal, walk to class, or work-out at the gym.

5.4   **Report on the progress of recommendations and accomplishment of goals identified in the program's last program review. Reflect on the strengths, weaknesses, and improvement of the program. Clearly state the performance/quality indicators used by the program.**
● Learning Center
The Learning Center advisory committee is established and scheduled to have its first meeting in December, 2011. No full-time ESL Learning Specialist will be hired within the year. The

Academic Skills Learning Specialist has announced her retirement and that position will be replaced. Operational Outcomes have been drafted and recommended:
- Ensure an efficient student centered operational model is in place for the Learning Center, which includes California Community College system-wide best practices.
- Align the support services of the Learning Center with the instructional needs of all areas across the institution.

● Library
While Library faculty and staff are adequate to provide functional daily services and activities, Library services and instruction are inadequate to serve the current estimated 11,000 to 12,000 FTES. The Library has been strained particularly by the lack of adequate monetary resources and the need to rely heavily on adjunct faculty as substitutes for frozen full-time positions. As of September 2010, the System Administrator/Reference Librarian and the System Analyst Technician positions remain frozen. Furthermore, the need to support the Palmdale Center has also negatively impacted the effectiveness of the service and staffing on the main campus.

Collection Management and Acquisitions: According to data from the California Community College Chancellors' Office 2010-2011 FTES for Antelope Valley College were 10,554 with a head count of 19,264. A National Center for Educational Statistics (NCES) comparison to other California community colleges of 10,000 to 13,000 FTES shows an Antelope Valley College's expenditure of $45,869. That same report revealed that the average number of books, serial back files (not ongoing serials) and other paper materials held is 77,593; the total holdings of 53,270 volumes are 31 percent below the average holdings of other community colleges that are similar in size to Antelope Valley College. Additionally, as of September 19, 2011, 61 percent of the AVC Library collection was 20 years old or older with only three percent of the circulating collection (print format books) bearing a post 2003 publishing date.

Electronic Periodical Databases and Sirsi Dynix ILS: EBSCOhost and other database subscription fees of $40,086 and the annual maintenance fee for Sirsi Dynix of $18,024 will be covered by district funds. An official line item has been established.

● IMC
The following Operational Outcomes have been drafted and recommended:
- Ensure that multimedia equipment and materials represent the latest instructional technologies.
- Maximize inventory access and usage by maintaining a comprehensive electronic catalog of IMC holdings.
- In collaboration with faculty, promote the use of technology in the classroom to optimize students' educational experiences, 24/7.

Area 6   Student and Program Learning Outcomes Assessment – Updated annually
6.1   Briefly review program outcomes assessment activities over the past four years and assess in some detail the effectiveness of those methods in documenting and improving student learning.
● Learning Center
While the process of data collection for LAC 900 has long been established, the collection instrument no longer functions accurately and each center is collecting its own data using

unique methods. Therefore, data from all LAC 900 sections is not being combined or analyzed. Staff is also having trouble with the inputting of data due to being so short-staffed. We are down two full-time employees and at least five student workers at any given hour. That keeps the tutorial specialists busy with tasks of immediacy (like checking in students to computer, teaching folks how to set margins on the computers, etc.) instead of being able to do long stints of data entry. Data collection for LAC 901 has improved. The *N* for LAC 100 and 200 is too small for analysis, and LAC 20 is now collecting and reporting SLO data.

- Library

In response to Recommendation #3 of the 2007 Accreditation Midterm Report, the Library now has Student Learning Outcomes for all credit classes and the online library tutorials. Assessments are in place for the tutorials. The Library began assessing learning outcomes in library courses in the spring 2011 semester and is continuing in the fall. Data from those assessments will be analyzed to determine any changes needed in the courses to help students better achieve the outcomes.

- IMC

No program outcome assessments in the past four years.

6.2 How have adjunct faculty and/or part-time staff in your program been made aware of the need to assess Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) and been included in assessment activities?
- Learning Center

All Learning Center adjuncts report that they have attended retreats and meetings concerning the establishment of SLOs, the methods of data collection, and the analysis of the data. The retreat was an especially effective method.

- Library

Adjunct librarians are made aware of the need to assess SLOs and PLOs through division and department meetings, as well as through appropriate emails. At this writing they have not yet participated in writing any assessments.

- IMC

Although the IMC does not have part-time staff, student workers are depended upon to pickup less demanding duties.   Each student worker completes a week of training which includes data gathering for the purpose of assessing and PLOs.

6.3 What specific plans have been made for assessing student learning over the next four years? Programs should provide a timeline for defining and assessing all SLOs and PLOs.
- Learning Center

SLOs have long been established for all LAC courses. Action plans have been written and are being placed into WEAVE.

- Library

The fall 2010 semester marked the beginning of this process and will continue in fall 2011. Course instructors have met and discussed methods for doing so. Input into the campus system, WEAVE, will then allow the department to record and evaluate key data in determining student

success.

● <u>IMC</u>

A spring 2012 survey will be offered to all campus groups through *Survey Monkey* online and hard copies will be given to each classroom using podcasting (to ensure information specific to podcast use will be returned) to evaluate and improve the effectiveness of this service on the learning experience. The Institutional Research Department will assist the IMC with questions, which will provide the necessary answers to further improve IMC services. Overall, results from all information gathered will help guide the IMC in evaluating its services and provide guidance to improve existing and new services.

A truly useful and effective method of gathering statistical information is still being established in the IMC. The current system requires a great deal of time manually entering information into an internal database that is fraught with problems. The IMC staff does not have access to corrections or modification of the database as a Learning Center student worker who is no longer on campus developed it. As a result, the IMC staff is in the process of creating a new database for statistical use. FileMaker Pro and Excel software are being used temporarily in conjunction with the current system until SARS software training can be completed and the SARS program implemented. It is hoped when completed the new database will simplify and increase the accuracy of tracking statistics and preparing reports.

Nevertheless, existing service and usage statistics show a great deal of growth over the past year.

Service	2007	2008	2009	2010 *(from 7/1/10-12/31/10 only)	2011 (to 10/21/11)
Pieces of equipment used	6,397	7,193	7,714	10,204	12,115
Pieces of media used	8,422	8,820	8,873	14,556	15,247
Students using the IMC	6,287	7,140	7,686	12,139	13,747
Podcast categories	08	27	38	47	52
Lectures/materials published, converted, removed and uploaded to mp3s as podcasts	487	587	686	2,768	3,141
Updates/Changes to Podcast Web page				43*	75
Podcast trouble calls				78*	400
Event requests	692	767	850	1,250	4,348
Room usage by event (BE 132 & BE 118)	159	178	254	280	528
Room usage by person (BE 132 & BE 118)	1,595	2,764	3,280	3,460	7,480
CD/CR/DVD duplication/label	1,735	1,863	1,891	2,152	3,515
Graphic requests	902	1,027	1,032	1,339	1,597
Trouble calls/repairs	9,588	11,443	14,430	9,457**	8,027**

**Lead Technician's trouble calls only. Technician stats have not been submitted as of this date.

Usage of the two IMC classrooms has increased 116% since 2010. The increase is due to a greater use of BE118 to view multimedia and an increased use of the videoconference equipment in BE132 for management training. Podcast categories increased by 5% because additional faculty are becoming aware of its usefulness to student learning.

6.4   If the program SLO and PLO assessment results make it clear that particular professional development resources or student services are needed to more effectively serve students, describe the need. List items in order (rank) of importance.
● Learning Center
None noted
● Library
None noted
● IMC
No SLO or PLO assessments.

Area 9   Goals and Objectives (Updated annually)
● Learning Center
Goal: Increase awareness of Learning Centers' programs and services.
Objective: Develop a systematic plan for promoting Learning Center programs and services at Palmdale Center & Lancaster Campus. Evaluate student needs via Directed Learning Activities (DLAs).
Time Frame: June 30, 2012.
Justification: President's (#IX) and Academic Affairs Goal (#6) 2010-2011.

Goal: Fully staff the Learning Center
Objective: 1) Increase assignment of Writing Learning Specialist from 10 to 12 months to match assignment of other Learning Specialist. Increase assignment of Reading Tutorial Specialist from 11 to 12 months to match assignment of other Tutorial Specialist. Request the reclassification of Tutorial Specialists; 2) Fill vacant positions: Computer Technician and Clerical III; 3) Hire full time Tutorial Specialist for Palmdale Center; 4) Add Academic Skills Tutorial Specialist position to staffing plan.
Time Frame: 1) June 30, 2012; 2) December 10, 2012; 3) Fall 2013; 4) Spring 2012
Justification: President's (#VI) and Academic Affairs Goal (#3) 2010-2011.

Goal: Fully fund the Learning Center
Objective: 1) Request an increase in district funding for tutoring; 2) Apply for grants and write proposals for additional funding of services
Time Frame: 1) June 30, 2012; 2) Annually
Justification: President's (#III) and Academic Affairs Goal (#10) 2010-2011.

Goal: Improve and increase Learning Center course offerings
Objective: 1) Request the movement of the following courses from math to LAC: Math Anxiety, Math Study Strategies; 2) Develop and submit the following courses: LAC 130 Essential Academic Skills for Pre Nursing (TEAS Prep), LAC 131 Critical Thinking and Study Skills for Nursing, LAC 102 Cross-Age Tutoring.

Time Frame: 1) December 2010; 2) Dec. 2011, fall 2012, fall 2013
Justification: President's (#IX) and Academic Affairs Goal (#5) 2010-2011.

Goal: Monitor Learning Center SLOs
Objective: Assess SLO's each semester
Time Frame: Ongoing
Justification: Ed Master Plan (#4) and Academic Affairs (#1) Goal 2010-2011.

Goal: Maintain continuous improvement of tutor training
Objective: 1) Continue to write grant proposals for tutor professional development; 2) Provide customer service training for desk assistants; 3) Identify and provide tutor training for areas where tutors need to show improvement.
Time Frame: 1) Annually by fall each year; 2) Each semester; 3) Two annual trainings – intersession and summer each year.
Justification: President's (#VII) and Academic Affairs Goal (#12) 2010-2011.

Goal: Comply with all state regulations
Objective: Monitor Title 5 guidelines regarding apportionment for LAC courses, and stay current with possible changes regarding student self-referral to services.
Time Frame: Each semester
Justification: Title 5 mandates

Goal: Improve data collection
Objective: Investigate database programs that could replace the existing Learning Center database.
Time Frame: February 2012
Justification: President's (#IX) and Academic Affairs Goal (1 & 6) 2010-2011.

Goal: Be technologically current
Objective: 1) Request funding for replacing faculty and staff computers, and for ways to increase service through online/distance resources; 2) Investigate technologies such as streaming video, podcasting, web cams, video conferencing, using Blackboard, Whiteboard, and MyAVC.
Time Frame: 1) January 2012; 2) November 2012.
Justification: Ed Master Plan goal #4, Academic Affairs Goal 2010-2011 #4.

● Library
Goal: Provide access to current computer technology for students using L-118.
Objective: Replace computers in L-118 with new stand-alone computer stations or enhanced blade system (24 stations).
Time Frame: Complete by fall 2012.
Justification: Computers in room L-118 are not capable of completely supporting class assignments. The machines cannot accommodate all of the necessary applications or software and student demand.

Goal: Provide reliable access to computers in the reference area to facilitate student use of the online catalog and Library online databases.
Objective: Replace or upgrade library student reference area computers (6 computers were replaced in fall 2011).
Time Frame: Complete by fall 2012.
Justification: Computers in the reference area are not currently able to support student research needs or demand. The computer stations are old, often out of order, and require frequent repairs and upgrades which overburdens a short staffed IT department.

Goal: Design a campus wide information literacy program that addresses research needs media and new technology to increase student access and success through developing information competency skills.
Objective: Design and implement information literacy programs to improve information literacy/competency through embedded information literacy components in pre-selected courses across the curriculum.
Time Frame: Complete by fall 2012.
Justification: Understanding how information is organized and used as technology changes its format and content is an important component to student success.

Goal: Identify outside funding resources through grant research and writing
Objective: Increase financial resources to improve and update current print and electronic resources.
Time Frame: Complete by fall 2012.
Justification Current institutional funding is inadequate to support students' needs and demand.

Goal: Increase student access to print reference materials at the Palmdale Center.
Objective: Develop and sustain a permanent reference collection at the Palmdale Center
Time Frame: Complete by fall 2012.
Justification: Students attending classes at the Palmdale Center do not have access to sufficient print reference materials for research or ready reference needs.

Goal: Increase access to for-credit library courses at the Palmdale Center.
Objective: Offer library courses at the Palmdale Center
Time Frame: Complete by spring 2013.
Justification: Library courses are available only at the Lancaster campus or online.

Goal: Increase student access to circulating materials at the Palmdale Center.
Objective: Develop and sustain a permanent circulating collection at the Palmdale Center
Time Frame: Complete by spring 2013.
Justification: Students attending classes at the Palmdale Center do not have adequate access to circulating materials. The current paging system is less than adequate.

● IMC
Goal: Establish greater access from ITS for IMC/multimedia computer/laptop administration (similar to the Learning Center). Create a one-stop process and eliminate the confusion for the end-user.

Objective: Gain necessary administrative access to computers used with multimedia.
Time Frame: spring 2012. The meeting of this goal is a high priority to the IMC.
Justification: The IMC requires administrative access to computers to troubleshoot and correct problems in a swift and efficient manner. Ultimately, it is instructors who remain frustrated, and students who continue to be denied the ultimate learning experience when multimedia technology cannot be depended on.

Goal: Ensure maximum utilization of Mac computers in the IMC by using both Windows XP and Leopard operating systems.
Objective: Advocate for ITS support of iTunes on campus computers and support of dual-platform Apple computers campus-wide.
Time Frame: spring 2012
Justification: This is a substantial cost-saver. Mac dual platform computers provide two computers in one and provide the strongest stability on the market today. It is the IMC's goal to offer student-centered, learning-centered multimedia equipment. Similarly, the campus is using podcasting as an instructional tool and to increase administrative and campus efficiency to a greater degree each semester. It doesn't make since **not** to have the ability to use podcasting on-campus.

Goal: Complete conversion of multimedia collection to Horizon.
Objective: Facilitate campus community search of multimedia holdings
Timeframe: One year.
Justification: Multimedia holdings should be available on the web and accessible to all end users, including the Palmdale Center.

Goal: Purchase equipment to provide additional smart-carts to accommodate growing technology usage across campus.
Objective: To purchase the components to build three smart-carts.
Time Frame: One smart-cart per year.
Justification: The IMC provides support to the entire campus every hour it is open. Due to decreasing budgets and the increased span of needs, multimedia equipment purchases and replacements have not been able to keep up with demand. As a result, the IMC currently has one smart-cart to meet the need of instructors and students. Even though many classrooms are now equipped with multimedia boxes, components break and are occasionally stolen. When this happens (and it has happened in numerous cases) the portable smart-cart becomes the temporary fix. For classrooms that do not have equipment installed, it is the only option to provide multimedia support.

Goal: Update IMC Policy and Procedure Manual.
Objective: Ensure all IMC communications are up-to-date.
Time Frame: Updated draft to be completed by July 1, 2012
Justification: The IMC Policy and Procedure Manual is a guide for IMC employees. This guide helps the IMC maintain consistency in service and is also used as a training tool for new employees.

Goal: Increase usage of IMC services at the Palmdale Center

Objective: Promote IMC services at the Palmdale Center.
Time Frame: spring 2012. The IMC has already purchased multimedia and has installed four DVD/VHS integrated pieces of equipment with flat screens for student use. Each classroom has multimedia boxes installed.

Area 10   Long Term Resource Planning – Updated annually
10.1 List faculty and staff requirements to meet program needs in the next four years.
- ● <u>Learning Center</u>
- Computer Lab Technician (replacement)
- Clerical III (replacement)
- More hours for adjunct faculty, especially to handle Early Alert referrals
- Reading / Academic Skills Learning Specialist
- ESL Learning Specialist

● <u>Library</u>
Due to increased student needs and demand and staffing shortfalls, the current Library faculty and staff are unable to provide the level of service and education desired by the department. Long term planning should include an increase in the library faculty and staff through active recruitment and selection of:
- Library Director or Department Chair
- Faculty Librarians (3) – Unfreeze and fill System Administration/Reference Librarian. Hire new Cataloger/Reference Librarian and Public Services Librarian (Generalist/Reference).
- Classified Staff: Library Assistant (3), Computer Technician/IT specialist (library-only assignment)

● <u>IMC</u>
- IMC Technician
- Clerical Asst. II
- Training budget for IMC staff

10.2 List facilities (remodels, renovations or new), equipment and technology needed to provide a safe and appropriate environment for student learning in the next four years Place items on list in order (rank) of importance.
● <u>Learning Center</u>
- Computers with enough memory to support changing technology
- Repair or replacement of assistive technology like ZoomText, Kurzweil
- Replacement battery packs, keyboards, mice, screens, memory upgrades
- Software that will accurately track tutoring sessions and their success
- Webcams and microphones and/or microphone headsets for online tutoring needs
- Instructional materials that can be used by students as an enhancement to their class work

● <u>Library</u>
Twenty-four research computers for L-118 and necessary software.

● IMC
Technology is an ever-changing field, and as such, it is difficult to name specific needs four years in advance. There may be technology needs that have yet to be created and/or explored.
- Replace outdated videoconference equipment with new HD equipment and purchase annual software upgrades.
- Portable podcast units
- Smart carts
- Laptops (for circulation and to fully equip BE 132 for interactive faculty instruction and employee training)
- Incorporate Central Control Station in the IMC to monitor, remotely control, and address minor problems of LCDs.
- High quality VHS to DVD converter to enable becoming a VHS-free campus
- DVD Blue ray players
- HD video cameras
- CD/DVD burner
- Office copy machine
- Multimedia station for faculty production/creation of multimedia
- Tabletop videoconference system
- Additional space for student viewing, equipment storage, podcasting, and multimedia station for faculty.
- Addition of iTunes on PC computers across campus and especially in the IMC computer lab.
- Addition of iTunes U for the use of podcasts.
- Approval of cross platform technology on Mac computers across campus.

10.4   Identify funding needed to support student learning:
● Learning Center
The funding for the Learning Center needs to come from a source that is stable such as district funds. Tutoring should be more greatly supported by the district, as well. Recommended funding level - $77,000 annually (supplemental funding allocated from grant resources).

● Library
Collection Management and Acquisitions**:** The Library recommends an annual increase to the book and print materials (circulating and reference) budget each year, beginning with 10% raise to progress to 15% over the next 5 years. While this would not completely eliminate the growing problems concerning currency and scope of the collection, it would allow the collection to increase incrementally and demonstrate administrative and fiscal support for Library Services.

Library IT & Computers: Library computer stations are heavily used by students during all hours of operation. However, there is currently no identified fund for the maintenance, replacement, or upgrade of Library computers. At present, there are only 12 student reference computers, 50% of which are in a constant state of repair. The Library cannot offer satisfactory access to electronic resources with such dated personal computers.

- With no identified fund for the maintenance, replacement, addition and/or upgrade of Library computers, the library department seeks to establish a line item within the existing budget of $3500 per annum to use towards the maintenance and updating of library computers within

the reference and public service areas. Additionally, the Library would continue to advocate for increased funds to cover the upgrade and maintenance of the current ILS (Horizon-Sirsi Dynix).

- ● IMC
  - Repair budget that will allow for backup equipment/part purchases as well as an adequate amount for repairs campus-wide ($20,000).
  - Multimedia budget to update multimedia for circulation and to purchase multimedia for the Palmdale Center ($10,000).
  - Software budget to meet need of maintaining updated computers for student use in lobby, keep circulated laptops upgraded, and maintain upgraded software on IMC employee computers, video conversion/editing ability, podcast computer, editing computer, etc. to ensure interactivity between all computers ($10,000).
- Annual Shutterstock subscription ($2,200.00).