Program: RAW Center & Smart Shop Workshop Series
Division: Arts and Humanities
Date: 10/20/19
Writer(s): Michelle Gonzales
SLO/SAO Point-Person:

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g. Instructional Equipment Request Process) or directed to your dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2019-20 academic year. It should describe plans starting now and continuing through 2020-21. This document also provides the opportunity to describe more long-term plans (optional).

Sections: The first section of this Program Review focuses on general program reflection and planning. The second section has specific questions to be filled out by all programs this year. The third section is a review of curriculum. The fourth section is a review of data for CTE programs. Only programs with curriculum need to complete Section 3, and only CTE programs need to complete Section 4.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: https://bit.ly/2LqPxOW

Help: Contact Karin Spirn: kspirn@laspositascollege.edu

Instructions:
1) Please respond to each question as completely as possible.
2) If the requested information does not apply to your program, write "Not Applicable."
3) Optional: Meet with your dean to review this document before October 21.
4) Send an electronic copy of this form to Karin Spirn and your Dean by October 21.

Links:
Program Review Home Page: https://bit.ly/2Y0j7fW
Fall 2018 Program Review Updates : https://bit.ly/2GIWzsM
Frequently Asked Questions: https://bit.ly/2DHLnfj

Section One: Program Snapshot

A. **Program Description: Briefly describe your program, including any information or special features of your program that will provide helpful context for readers of this Program Review.**

   Examples of program descriptions can be found here: https://bit.ly/2VwjNvZ

RAW (Reading and Writing) Center is a drop in, one-on-one tutoring service for students across disciplines. Students who visit the RAW Center can have up to 20 minutes with a faculty member in the English or ESL discipline. Students can get help on any part of the writing or reading process. This includes brainstorming, drafting, polishing, editing, MLA or APA formatting, personal statements and much more. Students can also get help with reading; tutors will review reading strategies and help students get through difficult passages when needed.

In order to meet accreditation mandates, it is important for the RAW Center have funding to have weekend, evening, and online hours. This semester, we have limited early evening hours, but we do have tutoring on Saturdays for two hours.

The Smart Shop Workshop Series is a series of workshops that cover topics across the curriculum: English, Math, Biology, Psychology, Counseling, Library, Transfer, Financial Aid, and ESL. The series has a compensated coordinator who works with discipline leads who create their own workshop curriculum, set their own schedule, book their own rooms, and schedule staffing. The program coordinator helps secure funding, creates the master calendar, oversees the webpage, SARS Grid, surveying, marketing, and vision. The workshop series, which has become very popular with students and faculty offers between 110 and 130 workshops per semester. During the 2018-19 AY,

we served 967 individual, unduplicated. These 967 students filled 1961 workshop seats. These are impressive numbers in only the second year of full-implementation. In addition to building a popular, well-rounded student support program, the Smart Shop Workshop Series is helping to change campus culture about how and when to get help, and the academic-focused workshops themselves, do serve as a form of just-in-time remediation.

B. IR Data Review: Describe any significant trends in your program's data from the office of Institutional Research and Planning. (Note: Not all Programs have IR data packets available; if your program does not have a data packet, you may note that in the response box). You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.

IR Data packets are available here: https://bit.ly/2IYaFu7

Course Success Rates Dashboard can be found at the bottom of this page: https://bit.ly/2Y9vGpl

RAW Center
The most recent RAW Center data which tracks three cohorts of English students who used the RAW Center over three years from 2015-2017 demonstrates the efficacy of faculty tutoring, especially for our students with the lowest GPAs. Those with a GPA 2.5 or lower had 18%-22% higher success rates of students with the same GPAs who did not utilize RAW Center services. Such an increase in success, even correlational, for our students with the lowest GPAs, demonstrates just how effective one-on-one faculty tutoring can be and justifies a long overdue (as evidenced by past program reviews) increase in the general fund allocation, especially now that many more students with GPAs below 2.5 are going straight to transfer-level English.

The success data for students with higher GPAs is also impressive though the success rates do decrease with an increase in GPA, as one might expect. (see attached) Unfortunately, we do not have similar success data for students across the curriculum at this time.

Smart Shop Series
The most recent Smart Shop data tracks persistence rates in students from Fall 2017 to Spring 2018. It shows that those who attended workshops had a 26% higher persistence rate overall than those who did not attend. These, correlational, persistence rates were even higher when broken down by race/ethnicity at at 25% for Asian and 27% Latinx students. While the persistence rates were also higher by 34% for African American students, the sample size at 11 was very small.

Mark an X before each area that is addressed in your response.		Definitions of terms: https://bit.ly/2LqPxOW		
Community Partnerships/Outreach	Facilities, Supplies and Equipment, Software	LPC Planning Priorities		Services to Students
Course Offerings	Financial/Budgetary	LPC Collaborations		SLO/SAO Process
Curriculum Committee Items	Human Resources	Pedagogy		Student Equity
External Factors	Learning Support	Professional Development		Technology Use

C. Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:

- o **Data generated by your program**
- o **CEMC Data**
- o **Labor Market Data**

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	Course Offerings		Financial/Budgetary
	Curriculum Committee Items		Human Resources
	External Factors		Learning Support

LPC Planning Priorities		Services to Students	
LPC Collaborations		SLO/SAO Process	
Pedagogy		Student Equity	
Professional Development		Technology Use	

D. Accomplishments: What plans from the 2018 Program Review or any previous Program Reviews/Updates have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews. Please highlight any positive impacts to students.

RAW Center Plans

2018 Plans 1. Serve more students since tutors will be paid with the F hour rate instead: accomplished. The RAW Center has been able to serve more students, but the tutors are not being paid at the F hour rate, but per the contract, at the H/Tutoring rate instead which is more than the F Hour rate at an average of $65 per hour, rather than an average of $85 an hour (and higher for more senior faculty). The H hour rate has allowed an increase of approximately 90 additional hours over the course of the semester. While this might feel like a decent increase, it only results in an additional 30 students served (3 served per hour)

2018 PR plan 2. Use Tutor Trac

Tutor trac is being used, but with only minor success. While tutor trac allows us to have a place where students can reserve a tutoring session (the RAW center is a drop-in center, but to help with access, we're allowing one reservation at the top of each tutoring hour), many students, according to Cheri Morrel at the Tutorial Center, have her book the appointments for her because they report having trouble using the system. Additionally, it was originally believed that Tutor Trac might be able to provide us with good data, but this has not been the case. We have returned to using SARS to collect data.

2018 PR plan 3. Summer RAW Hours

The RAW Center was able to secure funding from Basic Skills to hold RAW tutoring 8 hours per week Monday-Thursday over the summer in the library which was successful. An average of 2-3 students attended each open session which is good numbers for the first time being open during the summer. Having worked some of those hours, I was able to help a student who was about to transfer to a four-year

school, another who was studying for her citizenship test, and another who was struggling with her ECD course.

Smart Shop Plans
Since this is the first year that the Smart Shop Workshop Series has a single, dedicated coordinator who is compensated to coordinate the series, this is the first-ever program review.

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E. Uncompleted Plans: What plans from your 2018 Program Review have not been achieved and why?

RAW Center
2017 Plan: Provide online tutoring to support online and employed students and/or to support students at night and on the weekend
In order to meet a deficient accreditation mandate, the college does need to increase funding to expand our offerings online. In the past, we did offer e-mail a RAW tutor which was quite successful.
2017 Plan 1: Expand hours to nights and weekends
While we have been able to, thanks to Basic Skills, and this year, SEA funds, expand tutoring hours into Fridays and Saturdays but only about 2 hours per each of these days.

2018 Plan: Over the next 3-5 years, the RAW Center is hoping to attain more space as the 2100 building is remodeled. We are very limited in our ability to grow right now to serve students because we don't have the physical space to see more students. At our most impacted times, midday, we can only see one student at a time in the small office. If we wanted to serve more students, expanding hours would not necessarily achieve that. We need to be able to see more than one student at a time. We are also looking at alternative funding models available through non-credit.

While alternative non-credit funding models are still an option, there are barriers, mainly SARS tracking, to implementation. At the moment, students must log in at the 2401 SARS computer and then again at the RAW SARS computer and on Tutor Trac if they want to reserve an appointment, adding another layer just to recoup the minimal tutoring 200 monies does not, at this point, feel worth the trouble. Guidance from an administrator on this issue will be necessary for moving forward.

Mark an X before each area that is addressed in your response.	Definitions of terms: https://bit.ly/2LqPxOW

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F. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Please highlight any negative impacts for students.

RAW Center
Funding
Our program has stayed the same since last year in some ways. We have the same operating budget from the general fund even though our ability to offer hours on that budget has been difficult since (until spring 19) pay has been based on load. As of Spring 19, we will be able to offer about the same amount of increased hours we did this semester, given the help we received from the Basic Skills committee with the different pay rates. This has made staffing somewhat easier, but we cannot track the impact on faculty load without the support of the already overworked executive assistant help. This year, we are able to better meet accreditation mandates via the support of one-time monies, so increased support from the campus would help us achieve the "equitable access to support services" from our accreditation recommendation and our College's planning priority.

Campus misconceptions
It has been a long-held belief at LPC by administrators, and some faculty, that the RAW Center only serves English students because it has been coordinated and staffed by English faculty. This misconception has caused some administrators to be reluctant to advocate for additional general funds for a student support service that has demonstrated success in helping students in English courses, especially those with lower GPAs. While the success data that we have relates specifically to students who went to the RAW center and their success rates in their English course, it is safe to assume that similar rates would follow for any classes in which reading and writing were required, but the misconception about he RAW Center seems to impede this line of reasoning.

While we are aware that the cost of employing faculty tutors is high, we contend that both the accreditation mandate and the success rates justify increasing general funds which have remained about the same for the past five or more years.

Smart Shop Workshop Series
Funding is also the main obstacle for the Smart Shop Workshop Series. The series was originally funded with grant funds: BSSOT and HSI. This academic year is the first year that series is funded fully by other campus funds: SEA and Strong Workforce. Due to the popularity of the series, and due to the format's ability to serve 20-45 students at a time (as opposed to three per hour like the RAW Center), it seems that most administrators are enthusiastic about supporting acquisition of funds, but there is NO process and the funding for the series is far from institutionalized. Unlike the RAW Center which does get much of its funding from the general fund, albeit the same rate for several years, the Smart Shop Workshop series relies on the same one-time monies. For example, when the BSSOT grant funded English, Math, and ESL workshops, it could not (per the rules of the grant) fund biology workshops, so those were funded by Basic Skills. During the fall 2019 English, Math, ESL, Biology, Library, and counseling are getting funded via SEA, but in Spring 2020 we will be funded by Strong Workforce. I was

promised this in an e-mail, but there is no actual process which makes the whole thing feel insecure. Additionally, changes in funding streams semester-by-semester, makes extra work, processes, and barriers for the coordinate who must wait for, or often request, new budget numbers, change those numbers on time sheets, keep track of all that information, and put undue burden on administrative assistants.

An obvious need request would go as follows: create a process for securing funding, provide clarity and transparency regarding who will create PAFs and receive time sheets, while a larger discussion and decision is being had/made about how we might institutionalize funding for this popular, culture-shifting student support.

Mark an X before each area that is addressed in your response.		Definitions of terms: https://bit.ly/2LqPxOW		
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G. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 20-21.

RAW and Smart Shop Series

- Await word for SCFF funding (details in upcoming section)
- Secure and/or dedicate funding for training on policies and best practices as was last done with BSSOT funds. If we cannot provide additional funds, we may have to offer fewer hours next year.
- Make all English workshops available for online class format
- Request RAW success data pertaining to students across the curriculum
- Find ways to market RAW and Smart Shops specifically to DI groups.
- Continue marketing RAW and Smart Shops as a related and interlinking set of student supports that is not discipline specific and that supports students' academic as well as affective needs.

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H. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

RAW Center
- Convince the college to increase the general fund allocation as we can no longer rely on BSSOT or Basic Skills/SEA funds to meet accreditation standards.
- Offer additional weekend hours
- Offer online tutoring of some kind
- Embedded faculty tutors in all 1AEX labs to help our most unprepared students

Smart Shop Workshop Series

- Institutionalization of Smart Shop Workshop funding
- Explore creation of online workshops for disciplines other than English
- Encourage all workshop disciplines to create a page with resources on the Smart Shop Workshop webpage

Mark an X before to each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
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Section Two: Current Topics (Required for All Programs)

A. **Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.**

   Program-set standard data can be found on this page:
   http://www.laspositascollege.edu/research/outcomes.php

   (Data for AY 18-19 will be available by the beginning of Fall 2019).

   Did your program meet its program-set standard for successful course completion?
   _____yes _____no

   If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

B. **SLOs/SAOs: Describe an example of how your program used course SLO data (SLOs) or SAO data from last year (2018-19) to impact student learning, access, achievement, or other services to students. (Copy the box below if you would like to discuss multiple examples).**

Course (SLOs only):
SLO or SAO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

C. **Program SLOs (Degree/Certificate granting programs only**): Describe an example of how your program used program-level SLO data (PSLOs) from last year (2018-19) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate:

Program SLO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

D1. SLO/SAO Progress Review: To see if your program is up to date with the creation of SLO/SAOs, please consult the list available here: https://bit.ly/2LggoKv. List any courses or services areas that do not have SLOs or SAOs approved. These SLOs/SAOs need to be submitted to eLumen by November 18 to become active for Spring 2020; please work with your SLO/SAO coordinator.

D2. This question has been removed.

D3. This question has been removed.

E. This question has been removed.

F. Student-Centered Funding Formula (SCFF): The state funding allocation model has shifted to include socio-economic status and student achievement metrics. LPC will begin to be funded by this model by AY 21-22. The district and college are using this opportunity to develop projects that support these funding considerations and the needs of our students. The projects should help LPC achieve the goals listed below.

Goals for SCFF Projects
- Ensuring eligible students receive financial aid, if desired   - Removing barriers that hinder students from moving toward their goals   - Offering additional information and support about educational pathways   - Offering academic support that increases English/math completion in the first year   - Enhancing career readiness through coursework   - Increasing completion of degrees and certificates   - Increasing transfers and transfer readiness

F1. SCFF Actions Taken: Describe one initiative or action your program or area has taken in support of one of the goals in the list above.
   - **What was the action?**

- **What was the result, if known?**
- **If your action or initiative was successful, please explain why and whether it could be used in other areas or scaled for use across the campus.**
- **If your action or initiative was not successful, please indicate why (lack of resources, unforeseen variables, etc.)**
- **If you did not take any actions in support of the goals above, you may write "N/A."**

- Removing barriers that hinder students from moving toward their goals - Offering academic support that increases English/math completion in the first year - Increasing completion of degrees and certificates - Increasing transfers and transfer readiness These goals listed are the same operating goals that drive all the work done in the RAW Center.	**F2.**

Future Strategies (optional): Please describe any possible strategies or actions that your program or the college could use to support the goals listed above. What resources would be needed?

RAW and Smart Shop Series 1) expansion of RAW tutoring to include online and additional weekend hours, embedded RAW (faculty) tutors in 1AEX course labs, and full implementation of English Smart Shops in English courses, and readiness for all others; 2) Marketing of all RAW support services, including the RAW virtual site, and 3) professional development that will focus on teaching best practices for using the RAW site materials in courses where reading and writing are required 4) Create and launch a training program designed to teach student leaders how to lead a Smart Shop style workshop on academic honesty that could travel to classrooms throughout the semester upon request. $ **25996 (SCFF proposal total need)** **Smart Shop Non-Credit Certificate** Create a college preparation certificate that combines Smart Shop workshops Assemble and compensate a team of faculty to write curriculum that will convert Smart Shop workshops to non-credit courses. Creating Smart Shop non-credit certificates could increase our non-credit FTES and create an avenue for certificates, all while preparing students to complete transfer level math and English and serving as a bridge from high school to college. Additionally, a non-credit certificated focused on college preparation could serve as an avenue for students coming for adult schools. $ 12,883.33 **(SCFF proposal total need)**	**G.**

Student Equity and Achievement Program: To ensure equitable outcomes for vulnerable

student populations, Las Positas College plans to close equity gaps in the areas listed below. For each area/metric, the listed impacted groups have had proportionately lower rates than other groups.*

Area/Metric	Impacted Groups
Access: Enrollment at LPC	Black or African American (Female), Black or African American (Male), Filipino (Female), White (Female)
Readiness: Completion of both transfer-level Math & English	American Indian or Alaska Native (Female), Black or African American (Female), Black or African American (Male), Hispanic or Latino (Male/All), First Generation (Male/All), Foster Youth (Female), Foster Youth (Male), LGBT (All)
Retention: Retention from Fall to Spring	Black or African American (Female/All), First Generation (Female/All), Foster Youth (Male)
Completion: Completion of an Associate Degree, Certificate	American Indian or Alaska Native (Male/All), Asian (Male), Black or African American (Male/All), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), Foster Youth (Male), LGBT (Female), LGBT (Male)
Completion: Transfer to a Four-Year Institution	Disabled (Male/All), Black or African American (Female), Hispanic or Latino (Male), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), First Generation (Female), Foster Youth (Male), LGBT (Female)

*The full list of impacted groups with supporting data can be found here: https://bit.ly/2XZVGDb

G1. Equity Actions: Describe any actions your program has taken in the past two years (2017-2019) or actions currently in progress to improve the metrics above for the impacted groups listed (for example, to increase the ability for African American students to enroll in classes at LPC, or to increase the ability of LGBT students to complete Associate's Degrees or Certificates). What has been the effect of these actions, if known?

> **RAW Center and Smart Shop Workshop Series**
> Readiness: Completion of both transfer-level Math & English
> Retention: Retention from Fall to Spring
>
> Reach out to (individually) to African American faculty and/or faculty who have completed the CORA and/or teaching men of color training while staffing both support services. Additional support to retain these people.
>
> Creation of culturally and LGBTQ sensitive and inclusive RAW and Smart Shop handouts and/or curriculum.

G2. Equity Challenges: Describe any challenges your program has faced in promoting equity and equity-based decision making in the metrics listed above (or any other areas).

- Lack of faculty of color in the English and ESL departments who staff the RAW Center and Smart Shop Series
- Time needed to develop marketing strategies that target African American males and females and Latino Males (those most DI impacted in English)
- Time needed to explore other DI groups that might be served in the RAW Center and by the Smart Shop Workshop Series.

H.

Program Review Suggestions (optional): What questions or suggestions do you have regarding the Program Review forms or process?

Section Three: Curriculum Review

(Programs with Courses Only)

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

> **1. Log in to CurricUNET**
> **2. Select "Course Outline Report" under "Reports/Interfaces"**
> **3. Select the report as an Excel file or as HTML**

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

C. DE Courses/Degrees/Certificates: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

Section Four: CTE Updates
(CTE Programs Only)

A. Labor Market Conditions: Examine your most recent labor market data. Does your program continue to meet a documented labor market demand? Does this program represent a training need that is not duplicated in the college's service area? (Please note: your labor market data should be current within two years. Contact Vicki Shipman or the current CTE Project Manager for access to data).

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B. Advisory Boards: Has your program complied with advisory board recommendations? If not, please explain.

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C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

(Contact Vicki Shipman or the current CTE Project Manager for help accessing the data).

C1. Does your program meet or exceed the regional and state medians **for increased enrollments, completions, and/or transfer since your last program review**? If not, what program improvements may be made to increase this metric?

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C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study**? If not, what program improvements may be made to increase this metric?

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C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college**? If not, what program improvements may be made to increase this metric?

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings?** If not, what program improvements may be made to increase this metric?