Program Review Purpose

"*Program review is the process through which constituencies (not only faculty) on campus take stock of their successes and shortcomings and seek to identify ways in which they can meet their goals more effectively. It is important to note here that the task of identifying evidence-based successful practices, and sharing these practices college-wide, is far more important than the negative perspective of trying to ferret out ineffective practices*" –Academic Senate for California Community Colleges, 2009

SUBMITTER INFORMATION

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Who is your Dean/Supervisor?	Carla Martinez
Are you the Department Chair?	No

GENERAL PROGRAM QUESTIONS

Name of Program:
Academic Support

Please provide a brief description and any significant change in your program since the last Program Review cycle.
Since the last program review, the focus of the program has been on outreach to increase student usage of our resources. These efforts included using HEERF funds to hire a professional expert to handle advertisements, social media engagement, and campus events. Information was also provided to faculty, as students are more likely to use our services when recommended by faculty. Modules and graphics were added to the Canvas Commons for use in course Canvas shells, course-specific tutor information was provided that could be shared with students, and presentations were done at faculty events, such as Flex Day and the New Part Time Faculty Academy.
To increase accessibility to tutoring support in writing, we added an asynchronous writing assignment feedback function where students can submit their writing draft and receive feedback from a peer tutor. The feedback form was developed in collaboration with a GWC English faculty member. StudentLingo videos, which include approximately 50 videos on college success topics, were made available to students for free on our Canvas page.

An English Converation Lab was developed in collaboration with ELL/ESL faculty. The lab consists of conversation partners who lead the students in conversation and help them with pronunciation, vocabulary, and grammar.

The hours of the ASC were changed to 8am-5pm. After hours tutoring for writing and math is offered in the evenings and on weekends to help students after our center closes.

The ASC discontinued the Launch bridge program and college success coaching due to low student participation. Exam proctoring has been limited to providing computers with Respondus and study rooms for online exams.

What are your program's strengths?

The ASC continues to be a welcoming and inclusive space for students to learn and work. Employees are trained on topics such as cultural awareness, cross-cultural communication, implicit bias, and inclusiveness. Our team worked together to develop a mission and values that focus on providing equity-minded resources and creating an inclusive environment.

Our tutor training continues to evolve so that we may offer high quality learning support to our students. We continue to align with CRLA standards and draw upon research and industry best practices to continuously improve our tutor training. Tutors are coached and observed by the Instructional Associate to ensure our quality standards are being met.

Our facility provides a central space for students to learn, study, collaborate, and relax. Our Center is large and provides a variety of spaces to meet our students needs, including study rooms, open study areas, computers, cubicles, and a casual seating area.

What are the challenges for your program? (If there are regulations or requirements for your program that require additional support, please note those here)

Though we recently added a new classified position, we continue to be understaffed. We employ 60-75 tutors and student workers each semester. Recruiting, interviewing, hiring, training, observing, and managing that many people requires significant support.

Further, our program lacks faculty involvement. The learning center at most colleges is either run by faculty or has multiple faculty coordinators. Faculty input is necessary to connect supports with curriculum and pedagogical practices. Faculty involvement also lends credibility to the resources developed. As a result, faculty would be more likely to refer their students to our services and implement our resources in their classes.

How has your department/program utilized SAO (Student Activity Outcome) results to make changes or improvements to your services?

Data gathered from student satisfacation surveys have allowed us to improve accessbility of our resources, by adding varying modalities and hours. For example, 21% of respondents on the Spring 2022 survey indicated there were not peer tutors available for their classes or there weren't tutors available at times they were available. As a result, we have added after hours virtual peer tutoring on weekday evenings and Saturdays. The survey data and direct student feedback has helped us

understand how we can be more inclusive and create a more welcoming environment. For example, 69% of the survey respondents rated the ASC as excellent and 31% as fair on how welcoming the Center is. Since that time, we have added practical strategies for working with disabled students and added DSPS High Tech equipment to the Student Computer Center. I continue to work with ORPIE to produce data that will show the impact of our resources on course completion and grades.

How does your department/program support the goals of diversity, equity, inclusion, and accessibility?

The ASC hires diverse students to represent our student body. Tutor information, including languages spoken, is displayed on our website so students can learn about them and choose a tutor they connect with before scheduling an appointment. Further, as mentioned above, our tutors are trained on cultural awareness, cross-cultural communication, implicit bias, and creating an inclusive environment. We also developed a mission and values that include providing equity-minded services and creating an inclusive atmosphere.

Additionally, the ASC offers a variety of services in different modalities and at extended times so we can meet the varying needs of our diverse students.

How does your department/program collaborate with other areas on campus to advance student success?

The ASC has collaborated with faculty on various projects, including the creation of Directed Learning Activities, writing workshops, the creation of the English Conversation Lab, and our asynchronous writing support.

The ASC has also collaborated with the Dean of Arts & Letters and the Dean of Math & Science to offer satellite tutoring in the evenings in the Language Arts Resource Center and the STEM Center.

The ASC has also worked with Counseling on early alert case management, through which counseling interns helped connect students referred by faculty with our services.

How does your department/program utilize technology to support student success?

The ASC offers Chromebooks for student use within the Center. Students can use the Chromebooks to take exams via Respondus and to attend online classes. We also offer graphing calculators for use by students and tutors within the ASC. We supply laptop computers and iPads to our tutors who may not have an appropriate device to use for tutoring. We offer a virtual front desk via Zoom, which is open during our open hours. Students have the option of attending tutoring sessions in person or online via our virtual front desk. The ASC also has three OWL units for use for such things as embedded tutoring sessions and tutor training, and are available to all Student Services departments to use. Additionally, all students have free access to NetTutor, a third party, online tutoring service, which provides live virtual tutoring in a broad variety of subjects and for extended hours.

KEY PERFORMANCE INDICATORS

Unduplicated headcount:	7,797
Duplicated headcount (served):	14,220
Number of students eligible for services:	18,044
Number of new students served:	720
Number of returning students served:	6916

Demographics (C0 #'s to be provided to Institutional Research for demographic breakdown):
According to the data dashboards, which only contains information for Peer Tutoring and Embedded Tutoring, the demographic of the students we served over the past two years are as follows: 34% Asian, 32% Hispanic/Latinx, 23% White, 1% Black/African American, .5% Native Hawaiian/Pacific Islander; 55% female, 42% male; 37% age 18-19, 34% 20-24, 12% 25-29, 5% 30-34, 2% 35-39, 3% 40+, 4% under 18; 85% are continuing students, 5% first time at GWC, 3% first time college students, and 4% returning students.

Outside of hiring new faculty or staff, please discuss the data trends above, and your plans for serving more students.
The race and gender of the students we served is representative of the student population, which tells me we're doing a good job of being inclusive and equitable. It's interesting that the majority of students we served were continuing students and that such a small number of students were first time students. This tells me we need to increase our outreach efforts at events such as Fall Kick Off and special program orientations so we capture more of those new students.

PROGRAM-SPECIFIC QUESTIONS:
ACADEMIC SUCCESS CENTER

Please describe data about students who utilized the Academic Success Center (GPA, retention, etc.):
I continue to work with ORPIE to develop a report that will show the impact of ASC services on student outcomes. The utilization numbers below are for the 22-23 academic year only, as we were not using Accudemia until mid-spring 2022, so I do not have accurate numbers before then. We implemented the videos in January of 2023. The DLAs count is for 21-22 and 22-23.

USAGE OF SERVICES (#'s):

Peer Mentoring:	(Peer Tutoring) 1410
Embedded Tutoring:	2845

Workshops:	44
Labs:	Writing: 556, Math: 567
Computer Center:	8395
Videos:	390
DLAs (Directed Learning Activity):	2,521

How do the current resources being offered by the Academic Success Center meet the needs of our students?

Many of the ASC resources address students impacted by AB 705 in that they help develop foundational skills so students can succeed in transfer-level classes. Such resources as Directed Learning Activities, college success videos, workshops, and tutoring help students understand the course content and learn effective study habits.
The ASC offers support in a variety of modalities and hours to meet the varying needs of our diverse students.

In addition to academic support, how does the Academic Success Center support student success?

The ASC provides a welcoming and inclusive space for students to learn, study, and relax. This is important for student engagement and sense of belonging. The ASC also offers free school supplies, including scantrons, green books, pens, pencils, paper, etc.

What are the results of student satisfaction surveys and how does the Academic Success Center use that data to improve resources?

Feedback from student satisfaction surveys is positive on all measures, including accessibility and availability of services and knowledge and friendliness of tutors and staff. The survey data help us understand how we can improve or adjust our services to better meet the needs of our students. Examples of changes that have been made in response to survey data include increasing availability of tutors and hours of service.

GOALS AND REQUESTS FOR FUNDING

Requests – If you are requesting any of the following, they MUST be addressed within your Department goals. These forms must be submitted separately from the Program Review.

- Faculty
- Equipment, Facilities, Technology
- Support Staff

GWC Strategic Plan Goals Legend

1. **Enrollment:** GWC will increase credit and noncredit enrollment while providing efficient academic programs and student services.
2. **Equity and Success:** GWC will support, enhance, and develop equity-minded services and academic programs that lead to student success.
3. **Completion:** GWC will ensure students' timely completion of degrees and certificates by providing high quality academic programs and student services.
4. **Workforce Preparation:** GWC will support student success by developing and offering academic programs and student services that maximize career opportunities.
5. **Facilities:** GWC will provide flexible, accessible, and sustainable learning environments that support the success of students, faculty, staff, and communities.
6. **Professional Development:** GWC will support the success of all employees by providing professional development opportunities that focus on the achievement of the College Goals.
7. **Communication:** GWC will effectively communicate and collaborate within the College and its communities.

GOALS FROM PREVIOUS PROGRAM REVIEW CYCLE

Please refer to your previous Program Review cycle and summarize all outcomes for each goal.

Summary and Outcomes of Previous Goals (from the last Program Review) including resource requests and if they were funded or not.
1. Increase usage of ASC resources by 50% by next program review (to match our pre-pandemic usage): Our unduplicated headcount increased 36% and our duplicated headcount increased 14%. I requested additional classified support to help meet this goal and was approved to use SEAP funds. 2. Increase "in-reach" to the campus to help connect students with our services: as evidenced by the increase in headcount, we have made progress on this goal. Facilities upgrades were requested to help achieve this goal and were funded through SEAP. 3. Improve accessibility of services via updated signage, facilities and equipment updates, cloud-based printing solution, and streamlining processes: The signage project has not been completed, as the vendor stopped communicating and we were recommended by Joe to find another vendor. We did replace our study room tables and had the old Writing Center reception desk removed and replaced it with a seating/studying area, we replaced our copy machine which had become inoperable. We have not yet been successful in implementing cloud-based printing solution. We continue to work with the Bursar's Office and IT to achieve this goal. We have implemented a new online scheduling system that is intuitive for students and which helps us track usage. I requested funding for facilities and equipment upgrades and was approved to use SEAP funds.

GOALS FOR CURRENT PROGRAM REVIEW CYCLE

Current goals should be connected to GWC's Strategic Plan Goals.

GOAL 1 (Required)

Description of goal:
Increase usage of our services by 20%

What actions will be taken to accomplish the goal?
Increase communications to campus, including presentations at campus-wide, student, and faculty events to make sure everyone is aware of our services; continue to improve accessibility and variety of services and modalities to make sure our services are meeting our students' needs, increase collaborations with student organizations, increase collaborations with faculty, increase outreach efforts.

What metric will you use to measure your goal?
Usage data gathered through our center management platform, Accudemia.

Which of the College's missions and goals does this goal support? (check all that apply)
☐ Enrollment
☒ Equity and Success
☒ Completion
☐ Workforce Preparation
☐ Facilities
☐ Professional Development
☐ Communication

GOAL 2 (Required)

Description of goal:
Increase collaboration with faculty to connect services with curriculum and pedogogical practices and increase credibility of resources.

What actions will be taken to accomplish the goal?
I will continue to collaborate with faculty on special projects, making sure that I am connecting with faculty in as many departments as possible. I will also attend faculty meetings to inform them of our current services and find out what unmet needs their students have.

What metric will you use to measure your goal?
The number and nature of collaborations I have with faculty will determine whether I have increased these efforts.

Which of the College's missions and goals does this goal support? (check all that apply)

☐ Enrollment

☒ Equity and Success

☒ Completion

☐ Workforce Preparation

☐ Facilities

☐ Professional Development

☒ Communication

GOAL 3 (Required)

Description of goal:
Increase outreach to students to improve usage and awareness of resources.

What actions will be taken to accomplish the goal?
I will request an intern through the LAEP program to hire a student whose focus will be to run our social media, create announcements and flyers, and collaborate with student organizations. Additionally, we will increase the number of events at which we present, including faculty events such as Flex Day, New Faculty Academy, and department meetings, as well as student events, such as Fall Kick Off and program orientations.

What metric will you use to measure your goal?
Student survey data and usage date will help us determine whether our outreach efforts are effective.

Which of the College's missions and goals does this goal support? (check all that apply)

☐ Enrollment

☒ Equity and Success

☒ Completion

☐ Workforce Preparation

☐ Facilities

☐ Professional Development

☒ Communication

OTHER INFORMATION

What additional information would you like to share about your program?
Click or tap here to enter text.

Submitter's Signature: Click or tap here to enter text.

Program Review Request – Student Services

Academic Success Center

Date: Click or tap to enter a date.

Supervisor's Review
As the supervisor of this program, I have reviewed this request. ☐ No concerns ☐ I have concerns
Comments: Click or tap here to enter text.

Supervisor's Signature: Click or tap here to enter text.   **Date:** Click or tap to enter a date.

Vice President's Signature: Click or tap here to enter text.   **Date:** Click or tap to enter a date.