

# Academic Support Program Review 2020-21 Latest Version

Midterm Institutional Support Program Review for Academic Support

## General Information

General Information : Version by **Shehorn, Jacqueline** on **10/12/2020 22:36**

Program	Learning Area	Author(s)	Academic Year
Academic Support	Educational Services	Jacqui Shehorn	2019-2020

## Personnel

Personnel : Version by **Shehorn, Jacqueline** on **10/12/2020 22:37**

Number of full-time certificated faculty	Number of part-time certificated faculty	Number of full-time classified staff	Number of part-time classified staff	Number of administrators/classified managers
0.2		1		1

## Institutional Support Organization Chart (FULL REVIEW ONLY)

### Institutional Support Organization Chart

Please import an image of your program's organizational chart, using the instructions below. You may also watch a video which details the steps: Importing Images (<https://use.vg/Yw3YDQ>). Please note that the resizing instructions are specific to Mac users.

To add the files to your image library on Elumen:

- Click on the "folder" icon above
- Find the image you want to upload.
- Make sure the image is the correct size - at least 100x100 and no more than 400 x 350
- Click on center box to upload file, locate the file and click upload (ignore the red x)

To add the files from your image library to your PR document:

- Click on the "image" button above.
- Click on "browse server", locate the image, click on it and open it.
- Under Height and Width, adjust size of image to at least 100x100 and no more than 400x350
- Remove Lorem Ipsum text below the image and Click OK
- To add another document, move your cursor below the first image and follow the same process.

No Value

## Institutional Support Program Purpose

Institutional Support Program Purpose : Version by **Shehorn, Jacqueline** on **10/19/2020 18:51**

In the space below, please describe the purpose of your program. Why does your program exist and why is it important to the overall institution?

The Academic Support offered at West Hills College Lemoore strives to support students in their academic learning and achievement.

## Mission Statement (FULL REVIEW ONLY)

### Mission Statement

In the space below please describe how your program aligns with the college mission statement. Please address as many components of the mission statement as possible. (200 word limit)

No Value

## Program Goals Update

Previous Program Review : Version by **Shehorn, Jacqueline** on **10/19/2020 18:52**

Goal from Previous Review	Is the goal met, partially met, or not met?	Please provide an update on this goal.
NA	undefined	undefined

# External Connections and Factors (FULL REVIEW ONLY)

## External and Community Connections

If applicable, describe your program's involvement in the community within the WHCL service area.

No Value

If applicable, describe any special accreditations, external regulations, or advisory committees that have oversight to your area/program.

No Value

If applicable, describe any area/program initiatives to meet the needs of social-economically diverse students, and/or those with non-traditional requirements (e.g., physical, mental disabilities, re-entry, gender, etc.).

No Value

## External Factors

## Outcomes and Assessment

### Service Area Outcomes (SAOs) : Version by Shehorn, Jacqueline on 11/08/2020 19:30

SAO #1: Students attending SI sessions will increase by 5% from fall-to-fall and spring-to-spring.

SAO #2: Students receiving academic support (NC 100) will increase by 5% annually.

SAO #3: Students who receive academic support will critically evaluate academic resources that enable them to gain independent study skills. Students are surveyed each semester to assess their own perception of their abilities.

SAO #4: Students receiving academic support as indicated by enrollment in NC100 will have 5% greater persistence than those not enrolled.

SAO	Goal for Performance	How will this SAO be measured?	Actual Performance
SAO #1: Students attending SI sessions will increase by 5% from fall-to-fall and spring-to-spring.	5% increase	SARS Track	Due to changes in tracking, separating numbers of students enrolled in NC 100 for academic support and those attending SI sessions is not possible.
SAO #2: Students receiving academic support (NC 100) will increase by 5% annually.	5% increase	Enrollment data	We have not reach this goal. Numbers remain inconsistent. Spring 2020 to spring 2021 is likely to be inconsistent for obvious reasons, as well.
SAO #3: Students who receive academic support will critically evaluate academic resources that enable them to gain independent study skills. Students are surveyed each semester to assess their own perception of their abilities.	70%	Survey	86.84% of students surveyed in fall 2019 and 85.67% of students surveyed in spring 2020 agree that they have more confidence in their ability to complete future work.
SAO #4: Students receiving academic support as indicated by enrollment in NC 100 will have 5% greater persistence than those not enrolled.	5% increase	Persistence Data	Analysis of fall to spring persistence was conducted for students who participated in NC-100 from fall 2016, 2017, 2018, and 2019. No overall gain in persistence was found for students enrolled in NC-100, however significant increases in persistence were found for part-time students (6.74% increase in fall to spring persistence), students taking 100% of their classes in person (4.47% increase in fall to spring persistence), and female students (3.16% increase in fall to spring persistence).

## SAO to ISLO Mapping (FULL REVIEW ONLY)

### SAO to ISLO Mapping

Please list Service Area Outcome (SAO)	Please list which ISLO(s) align to this SAO: Communication Competency, Analytical Inquiry, Information Competency, Quantitative Reasoning, Ethical Reasoning, Ability to Engage Diverse Perspectives, Personal, Academic, and Career Development, or none of these.
undefined	undefined

## Institutional Support Data

### Institutional Support Program Data : Version by Shehorn, Jacqueline on 10/19/2020 19:06

Enrollment in Spring 2019 was low (326 versus 470 in Spring 2020).

Please report program data for each indicator: Course Success, Course Completion, Transfers OR Metrics identified per SAO	Data - 3 years ago	Data - 2 years ago	Data - 1 years ago
Enrollment in NC 100	884	777	881

### Disproportionately Impacted Group Data Review : Version by Shehorn, Jacqueline on 11/04/2020 17:46

#### Sub-Population Comparison for Gender

Percent of Each Sub-Population Represented in Use of NC-100 and Did Use NC-100

	2017-18		2018-19		2019-20	
	Used NC-100 in Academic Year	Did not Use NC-100	Used NC-100 in Academic Year	Did not Use NC-100	Used NC-100 in Academic Year	Did not Use NC-100
Female	62.4%	61.9%	58.7%	62.3%	61.2%	63.0%
Male	34.9%	36.5%	39.3%	36.1%	36.4%	35.2%
DTS	2.8%	1.6%	2.0%	1.6%	2.4%	1.8%

#### Sub-Population Comparison for Economically Disadvantaged

Percent of Each Sub-Population Represented in Use of NC-100 and Did Use NC-100

	2017-18		2018-19		2019-20	
	Used NC-100 in Academic Year	Did not Use NC-100	Used NC-100 in Academic Year	Did not Use NC-100	Used NC-100 in Academic Year	Did not Use NC-100
Economically Disadvantaged	88%	75%	88%	75%	89%	78%
Not Economically Disadvantaged	12%	25%	12%	25%	11%	22%

#### Sub-Population Comparison for DSPS

Percent of Each Sub-Population Represented in Use of NC-100 and Did Use NC-100

	2017-18		2018-19		2019-20	
	Used NC-100 in Academic Year	Did not Use NC-100	Used NC-100 in Academic Year	Did not Use NC-100	Used NC-100 in Academic Year	Did not Use NC-100
DSPS	11%	4%	14%	4%	16%	5%
Not DSPS	90%	97%	88%	96%	85%	95%

Please identify the impacted groups within your program, as seen in the "Evidence of Negative DI" column. Which groups (if any) are disproportionately impacted? These groups might be impacted due to their age, where they take courses (Campus Location), the Class Meeting Time, their Economically Disadvantaged Status, Race/Ethnicity, Gender, or the Instructional Method.

No Value

Please discuss how these groups are impacted.

For example, " Athletics students in the age range of 20-24, with a duplicated headcount of 1250, achieve course success at a lower rate (69.4%) than college-wide students)

No Value

### Instructional Program Data Analysis : Version by Shehorn, Jacqueline on 11/04/2020 17:45

NA

Explain changes or revisions to your program that have impacted your rates.

The impact of COVID-19 is evident in both the number of students seeking academic support as well as the nature of how they seek that support. Numbers of students attending SI sessions, which are linked directly to their courses, have increased, while the number of students seeking academic support through ACE (NC 100) has markedly decreased in 2020.

What steps will you take in the next program review cycle to improve your rates as compared to the institutional set standards, where applicable?

We are making changes in motion as needs are revealed. How Supplemental Instruction Leaders use their time has changed. When they meet students and how changed both prior to the fall semester as a result of experience in the spring, and further changes have been made both individually and as a whole during the fall 2020 semester. Flexibility has increased to meet students' needs. We are meeting students where they are in more ways than we were previously.

## Professional Development (FULL REVIEW ONLY)

### Professional Development

Please describe professional development which has occurred in this program since the last program review.

No Value

Describe the program's plans for staff development over the next cycle based on your analysis of data trends in your program.

No Value

## Program Improvement Strategies

**Institutional Support Program Goals** : Version by **Shehorn, Jacqueline** on **11/04/2020 17:39**

<b>Program Goals - Please list 3-5 goals for your program.</b>	<b>Program Action Steps - Please list the specific steps that you will implement to accomplish the goals (e.g. implement new software to increase efficiency) and intended outcomes.</b>	<b>Necessary Resources - Please list any additional resources (Faculty, Non-faculty, Technology/Equipment, Professional Development, or Facilities) you will need to accomplish the goals. Specific details will be outlined in the Resource Request section.</b>	<b>Outcomes - Please list the means of assessment/criteria for success including the timeline (measurable).</b>
Staff all sections of high enrollment, low success courses	Recruitment	Increase and diversify marketing	Comparatively larger numbers of qualified applicants
Guarantee funding	Continue to advocate for academic support through General Funds versus categorical funding		Consistent funding to meet needs and increasing requests for SI placement in classes
Consistency of evaluations of SI leaders	Increase release time for Academic Support Coordinator	Funding	Full evaluation cycle completed each academic year
Increase release time for Academic Support Coordinator	Budget request	Funding	.4 release time for Academic Support Coordinator position(s)

**Resource Requests** : Version by **Shehorn, Jacqueline** on **11/03/2020 21:12**

An increase in release time for the faculty Academic Support Coordinator is needed to complete all tasks.

**For each request you will be required to provide:**

1. Item name and description
2. Reason and supporting data for item
3. Cost breakdown for each item

\*\*\* There are no related questions to this section. Please ensure you have completed the budget request form via the link above.

No Value