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I. Overview

A. Description of Program

The Academic Strategies department offers course work that builds the basic skills necessary for the successful completion of classes across the curriculum in both transfer and vocational education. Academic Strategies courses are designed to meet ECC goal #3: Retention. According to current surveys, 76% of our students say they are only somewhat or not at all prepared to do college level work.

We offer 12 courses that are a combination of lecture and in class practice. One class, AS 1 abcd, is a computer based diagnostic and tutorial program that is skill assessed and ultimately self-paced as prescribed for each individual student. The students must complete 100 lessons and 54 hours of work to receive one unit of credit. The other 11 courses require 4 hours per week of lecture and in class practice as well as some out of class assignments. Topics include Test Taking strategies, Listening/Note Taking strategies, and various subjects that support English skills such as Vocabulary, Spelling, Sentence Errors, and Prewriting. Other topics include College Thinking Skills, Memory Techniques, Study Techniques, and Math Anxiety. One section of Test Taking strategies is targeted for Nursing students while one Vocabulary Building class is targeted for beginning English speakers.

To meet ECC goal #6: Improve and enhance...external communication, several faculty members have presented short term workshops at local high schools covering Study Techniques, Test Taking Strategies, and Vocabulary Building. In addition, faculty have run pilot programs offering for credit courses at local high schools and Areo Space companies.

During the past 5 years, there has been a dramatic change in the administration of the AS department. At the time of the last program review, both the AS department and the HD departments were under the Dean of Instructional Services. In the past 5 years, the AS department was reassigned to the Humanities Division with three full time faculty, while the HD department was moved to the Social and Behavioral Sciences Division. One fulltime AS faculty position was changed to a full time HD position. Since that point in time, AS has not had the faculty resources to continue any off campus courses or workshops.

While under the Instructional Services Division, the AS program grew to offering approximately 38 sections in addition to off-campus courses. With the retirement of the Dean, the downgrading of that division to a "Unit", and the AS department being moved to the Humanities Division, (the largest division on campus), the number of AS classes being offered has been significantly reduced. Other factors influencing the reduction in course offerings as well as enrollment numbers include institutional issues such as lack of affordable housing in the area, a reduction in high school graduates, and state mandated Community College fee increases. In addition, there has been a "blending" of the CC districts (because of the funding shift since Prop 13) that has resulted in 72% of students in our current survey NOT attending any of the listed high schools in ECC feeder high school districts. Finally, the loss of two full time faculty positions this semester has impacted both the number of sections offered and enrollment numbers.
B. Status of Previous Recommendations

Previous goals included:
1. To expand the program by offering AS courses at high schools with the greatest number of underprepared students such as Inglewood, Hawthorne and Lawndale.
2. To add one more full time faculty position and additional part time faculty
3. To develop a new course for dealing with math anxiety
4. To purchase and update equipment, educational materials, books, and supplies

Status of goals:

1. While the program remained under Learning Resources Division, courses were offered at Inglewood High School, and?
2. One additional full time faculty position was added bringing the total AS faculty to 4 (although one member taught mostly HD courses)
3. A new math anxiety course was developed and added to the regular class schedule. In addition, a Library Science course was developed and implemented.
4. The department purchased a new DVD/video player, and overhead projector. Money was set aside for a computer projector. All were to be permanently assigned to AS classrooms.

Books were received through Basic Skills funding, but no supplies, videos, software or projector were received.
II. Program Statistics

A. Demand: FTES by Course/Program

Instructions: Analyze the FTES by Course/Program using 1st census data and answer the following questions. At a minimum, your analysis must include a 3-year cycle comparing like semesters.

<table>
<thead>
<tr>
<th>Course</th>
<th>Year 1 Fall 2005</th>
<th>Year 2 Fall 2006</th>
<th>Year 3 Fall 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS 40ab (weekly)</td>
<td>2.134</td>
<td>1.753</td>
<td>0</td>
</tr>
<tr>
<td>AS 20ab (daily)</td>
<td>6.156</td>
<td>6.308</td>
<td>4.280</td>
</tr>
<tr>
<td>AS 22ab (daily)</td>
<td>9.134</td>
<td>7.264</td>
<td>7.298</td>
</tr>
<tr>
<td>AS 23ab (daily)</td>
<td>2.804</td>
<td>2.874</td>
<td>3.614</td>
</tr>
<tr>
<td>AS 25ab (daily)</td>
<td>2.629</td>
<td>2.826</td>
<td>2.629</td>
</tr>
<tr>
<td>AS 30ab (daily)</td>
<td>5.546</td>
<td>6.769</td>
<td>6.138</td>
</tr>
<tr>
<td>AS 31ab (daily)</td>
<td>6.992</td>
<td>5.257</td>
<td>4.797</td>
</tr>
<tr>
<td>AS 33ab (daily)</td>
<td>1.051</td>
<td>0.986</td>
<td>0</td>
</tr>
<tr>
<td>AS 35ab (daily)</td>
<td>2.629</td>
<td>2.891</td>
<td>3.154</td>
</tr>
<tr>
<td>AS 36ab (daily)</td>
<td>1.906</td>
<td>0.329</td>
<td>0.920</td>
</tr>
<tr>
<td>AS 40ab (daily)</td>
<td>6.182</td>
<td>2.383</td>
<td>3.645</td>
</tr>
<tr>
<td>AS 1abcd (pos. attendance)</td>
<td>20.107</td>
<td>17.652</td>
<td>13.499</td>
</tr>
</tbody>
</table>

1. Given the data, can you recognize any trends in course demand in any of the Program’s courses?
   Courses 35ab and 23ab show a consistent rise for the three years. 1abcd and 31ab show a consistent reduction each year.

2. What are you doing to respond to trends?
   First, we are changing the times the declining courses are offered to see if we can find more convenient times for the students.
   Second, we made a major effort to promote the academic strategy courses during high school recruitment activities. In addition we leave promotional materials at student gathering places such as the library and the information booth.
   Third, we have lost full time faculty that were trained to teach these courses. As a result sections of these courses have been cancelled, thus the declining enrollment. In addition, one faculty has had to work an overload in order to keep some courses from being cancelled.
   Fourth, in regards to AS 1 ABCD, we are analyzing the problem as it relates to specific need for additional support staff, both certified and classified.
   Finally, regarding AS 31ab, because of the counselors’ promotion of the Human Development courses rather than the skill building Academic Strategy courses, we have been forced to tighten the curriculum to reduce duplication.

3. Should a recommendation be written addressing the data?  
   (If yes, list.)  
   _x_ Yes    _No_
First, expand the course offerings and adjust the times offered. In addition, the college needs to offer these classes in the evening.

Second, more vigorous promotion for declining courses by support staff since faculty does not have the time to take on this chore.

Third, we desperately need to hire another full time faculty member.

Fourth, instead of cutting the hours of part time support staff more support is actually needed to train the students in using the new computer lab and its software. In addition, the faculty needs more support from staff in producing documents related to student progress and evaluation.

B. Offerings: Fill Rate*

Instructions: Review and analyze the fill rate data (including the fill rate per course for both day and evening), provided by Institutional Research for this program for a three year cycle and answer the following questions:

Average fill rate of courses in program: How does this program compare to:

<table>
<thead>
<tr>
<th></th>
<th>Year 1 (Fall 2005)</th>
<th>Year 2 (Fall 2006)</th>
<th>Year 3 (Fall 2007)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day classes</td>
<td>904 (23 sections)</td>
<td>766 (24 sections)</td>
<td>691 (20 sections)</td>
</tr>
<tr>
<td>Average</td>
<td>36</td>
<td>32</td>
<td>35</td>
</tr>
<tr>
<td>Evening classes</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

1. Given the data, is the program in a growth mode? ______ Yes ______ X__ No

Comment. This is due to a number of factors; the college has had several years of declining enrollment, the population of the community is growing older and property value is too high for young families to move into the area. Another reason is that there is little promotion of these courses at the high school level although the student need is there.

What adjustments are indicated? In order to fill courses, promotion, appropriate assessment of student needs, referrals and administrative support are all areas that need to be adjusted.

Should a recommendation be written that addresses the data? ______ X__ Yes ______ No

Promotion: Students be given information about Academic strategy courses by the counselors.

Student assessment: Students visiting the Testing Center, as well as students on academic probation, should be assessed for academic skills necessary for college success and be given information on the Academic Strategy courses.

Administrative support: They need to show support for the courses by providing the appropriate promotional materials, faculty and staff to assure program growth.

* Percent of fill of each classes at census.
C. Scheduling: Student Satisfaction with Scheduling

Instructions: Complete the chart below. Indicate the time when sections of courses in the program are currently scheduled to start. Analyze the data provided by Institutional Research on student satisfaction with scheduling in the program and answer the questions.

<table>
<thead>
<tr>
<th>Course</th>
<th>During the early morning before 10 am</th>
<th>During the late am/early pm 10am -1:55 pm</th>
<th>During the late afternoon 2 pm - 4:25 pm</th>
<th>During the evening 4:30 &amp; later</th>
<th>During the weekend</th>
<th>During the summer</th>
<th>Via Telecourse</th>
<th>Via Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS1abcd</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prewriting</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabular</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thinking Skills</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test Taking</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study Tech Note Taking</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math Anx</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. What (if anything) is indicated by the student satisfaction with scheduling?
   62% of our students would like more morning classes, 30% would like more afternoon classes and 17% would like more evening classes and 24% would like more on line or hybrid classes. The above chart represents current course offerings for the second 8 weeks of the fall semester.

2. Are there time periods of high student demand which are not being addressed?  ____ Yes  ____ No
   How could such demand be addressed?
   According to our survey, students would like more morning classes, Adding more early and late morning classes would appear to help students, but 66% of our students indicated they were able to get the classes they needed with no problems this past semester.

3. Should a recommendation be written addressing this area?  ____ Yes  ____ No
   (If yes, list.)
D. Retention and Success

WHERE CAN THIS DATA BE OBTAINED?

In March, 2008 we put in a request for this information with the Research Department but we have not received any information to date. (3/1/09)

1. Retention

Instructions: Review and analyze the data on retention (course completion with a grade other than W) over a three-year cycle comparing day to evening classes, term to term (e.g. fall to spring, spring to summer, etc.), and course levels.

1. Given the data, what trends are observed?
   Comment.

2. Should a recommendation be written addressing the data? _____ Yes  ______ No
   (If yes, list.)

2. Success Rate

Instructions: Review and analyze the data on success rate (students who earned a grade of A,B,C, or Credit) over a three-year cycle comparing day to evening classes, term to term (e.g. fall to spring, spring to summer, etc.), and course levels and answer the following questions:

1. What trends are observed?
   We have no data at this time, however, according to faculty members the courses have a 75 to 85% pass rate.

2. Should a recommendation be written addressing the data? _____ Yes  _x_ No
   (If yes, list.)

III. Curriculum

A. Course and Content

1. Courses Not Offered

Instructions: Indicate the total number of courses in the program and list all courses in the program which are in the catalog but have not been offered in the last three years. Refer to this list to answer the following questions:

1. Creative Problem Solving

1. Given the data, are there courses that should be inactivated? _x_ Yes  ______ No
   Comment.
2. If there are courses not offered in the last three years that you do not wish to inactivate, what reasons are there to keep them active?

3. Should a recommendation be written addressing the data? Yes No
   (If yes, list.)

2. Course Revisions and Additions

Instructions: Utilize the Course Review Chart from the Curriculum Office to answer the following:

1. Are there course outlines that should be revised? Yes No
   (If yes, list.)

2. Are there courses inconsistent with current practice in the field? Yes No
   Explain.

3. Should new courses be added to the program? Yes No
   Explain. Possibly adding a second level vocabulary course.

4. Are adjustments necessary to the conditions of enrollment (Prerequisite, Corequisite, Recommended Preparation, and Enrollment Limitations) for a specific course to increase student success?
   Yes No Uncertain

   All Academic Strategy courses should have a cap of 30 because these are skill building courses and the instructor needs more time to work with individual students, most notably, AS 25 ab, Thinking Skills for College Courses.
5. If the program offers a degree and/or certificate, list them and indicate when the requirements were last reviewed? (If not applicable, skip to Question 7.)

6. Are these degree and/or certificate requirements inconsistent with current practice? ___ Yes ___ No
   Explain.

7. Is there a need to create or delete a degree and/or certificate? ____ Yes ___ No
   Explain.

8. Should any recommendations be written that address the above responses? ____ Yes ___ No
   (If yes, list.)
B. Articulation

Instructions: Articulation is the process by which courses taken at ECC can be used to satisfy subject matter requirements at another college or university. This is important in the transfer process for students. To help you in this area, you can review articulation agreements at www.assist.org, the California Articulation Number Guide or meet with the Articulation Officer, Lori Suekawa (ext. 3517).

1. Are there any courses in your curriculum which are part of a lower division preparation for the major that are not articulated with our major transfer institutions? NO

2. What problems, if any, are there in articulating these courses? NONE

3. Should a recommendation be written addressing above responses? _____ Yes  _____ No (If yes, list.)

C. Instruction and Assessment

1. Learning Methods

1. What learning methods are incorporated inside and outside the classroom in the program to promote student success? Explain. Individual and group skills practice, application, and testing. On Course methods, Problem based learning, collaborative learning, online learning, Socratic discussions.

2. Should a recommendation be written addressing above response? _____ Yes  _____ No (If yes, list.)

2. Assessment

1. How do you evaluate the extent to which the learning objectives, skills, and competencies are being met?
   
   A) Courses: Through class participation, quizzes, pre and post-tests, projects, presentations, and individual evaluations.
   
   B) Program: n/a
2. How do you use the results of the above evaluation to improve student learning and the quality of the program? Students are given many opportunities to improve their scores/performance/skills based on outcomes of a variety of evaluation formats provided in each course.

3. Should a recommendation be written addressing this area? Yes No

(If yes, list.)

IV. Program Requirements
A. Instructional Support

1. Identify key instructional support areas used by the program.

<table>
<thead>
<tr>
<th>Libraries &amp; Programs:</th>
<th></th>
<th></th>
<th>Library Orientation</th>
</tr>
</thead>
<tbody>
<tr>
<td>x Library</td>
<td>x Special Resource Center</td>
<td>x Basic Skills Study Center</td>
<td>x Library Orientation</td>
</tr>
<tr>
<td>Music Library</td>
<td>x Puente Program</td>
<td>Honors Transfer Program</td>
<td>Other (Please list.)</td>
</tr>
<tr>
<td>x Learning Resource Center Media Materials Collection</td>
<td>Assessment/Testing Office</td>
<td>Counseling</td>
<td></td>
</tr>
<tr>
<td>x EOP&amp;S/CalWORKS</td>
<td>Transfer Center</td>
<td>x First Year Experience</td>
<td></td>
</tr>
<tr>
<td>x Learning Communities</td>
<td>x Project Success</td>
<td>x Honors Transfer Program</td>
<td></td>
</tr>
</tbody>
</table>

Computer Labs & Tutoring:

<table>
<thead>
<tr>
<th>LMTC Computer Commons</th>
<th>SRC High Technology Center</th>
<th>Other Computer Lab: Please list.</th>
<th>Writing Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAI MAC Lab</td>
<td>Writing Lab</td>
<td></td>
<td>x LRC Tutorial Program</td>
</tr>
<tr>
<td>CAI Windows Lab</td>
<td>Math &amp; Science Lab</td>
<td></td>
<td>Math Tutoring</td>
</tr>
<tr>
<td>TOP Lab</td>
<td>Keyboarding Center</td>
<td>x EOP&amp;S Tutorial Program</td>
<td>SRC Tutorial Program</td>
</tr>
<tr>
<td>Hawthorne BTC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inglewood Center</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Faculty Support Services:

<table>
<thead>
<tr>
<th>Graphic Arts</th>
<th>x Copy Center</th>
<th>Distance Education</th>
<th>Other (Please list.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media Services AV Production</td>
<td>Tech Services Help Desk</td>
<td>Teleconferences</td>
<td></td>
</tr>
<tr>
<td>Media Services AV Equipment Distribution</td>
<td>x Support Staff</td>
<td>Webconferences</td>
<td></td>
</tr>
<tr>
<td>ECC Vehicles</td>
<td>x ECC hosted Websites</td>
<td>x Staff Development</td>
<td></td>
</tr>
<tr>
<td>x ECC E-mail</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Do you have some instructional support needs that are not being met? ____ Yes  ____ x No
   Comment.

3. Should a recommendation be written to address your needs? _____ Yes  ____ x  No
   (If yes, list.)

B. Facilities and Equipment

1. Does the program make effective use of its facilities and equipment? Explain.
   Yes,

2. Are adequate facilities, equipment and supplies available for the program? _____ Yes  ____ x  No
   Explain. Teachers are expected to provide their own classroom supplies with the exception of two
   marker pens per semester. There are no pencil sharpeners in the classroom.

3. Are the facilities and equipment adequately maintained? ____ x  Yes  ____ No
   Explain.

4. Should a recommendation be written addressing the data? _____ x  Yes  ____ No
   (If yes, list.)
   We need pencil sharpeners in the classrooms.

C. Staffing

HOW DO WE READ THIS DATA?

Instructions: Analyze the data on FTEF, adjunct FTEF, and the FT/PT ratio for the most recent
fall semester and answer the following questions:

FTEF (full-time equivalent faculty): # 2.713

Number of full-time FTEF: # 1.349  Number of adjunct FTEF: #

1.364

FT/PT load ratio: 49.7/50.3

1. How do the program numbers compare to a like semester (Fall to Fall) three years ago or the
   previous program review?
2. What do the program data indicate? Comment on any trends or unusual data.

3. How does the FT/PT ratio benefit or harm the program?

4. Do you have a faculty mentoring program?  x Yes  No
   Describe. Through the division, full time faculty volunteers are paired with newer faculty (part or full). They provide social contacts, academic and teaching resources for courses in the Academic Strategies Dept., and answer questions about campus life.

5. How do faculty maintain currency in their field?
   80% of our faculty (both full and part time) indicated they use academic journals and online professional bulletin boards/news groups to maintain currency in their field. 40% use interaction with other professionals in the department or other departments to keep current. 4% are active in professional organizations.

6. Fill in the faculty status data below and answer the questions that follow.

<table>
<thead>
<tr>
<th>Name</th>
<th>Reassigned time (how much in %)</th>
<th>Currently on leave (check)</th>
<th>Retired in last 2 years (check)</th>
<th>FT hired last 3 years (check)</th>
<th>Anticipated to retire in next 3 years (check)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan Ball</td>
<td>release time 12.50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Susan Duncan</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sharon Van Enoo</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6a. How does this data impact the program? It has created a shortage in experienced, qualified AS instructors dedicated to the program and the students we serve. The department has had to fill in faculty positions with teachers who do not have the specialized training for these subjects and student needs. This has caused lower enrollment and retention for many of theses classes. These lower numbers have influenced the number of course offerings.

6b. Will this data affect the program in the future? Yes, unless we are able to hire additional faculty. Even though enrollment is increasing, the college continues to reduce the number of sections offered.
7. From this information, can you identify present and future staffing needs?  __x__ Yes   ____ No
   Explain. We need an additional fulltime faculty member. Additional part timers are also necessary.

8. What is the department doing to address any future staffing needs?
   Currently applications are being accepted and interviews are being held for part time
   instructors only.

9. Should a recommendation be written addressing the data?  __x__ Yes   ____ No
    (If yes, list.)
    We need two full time faculty members to eliminate the need for inadequately trained part
    time instructors.

D. Planning

1. Do the program faculty and other personnel have a clear idea of what is happening in the
   program, where it is headed, what external changes are affecting it, and what changes need to
   be made in order to enable the program to adapt and continue to be successful?  No  Explain.
   There have been dramatic changes in faculty personnel that are seriously affecting the program
   and its future.

2. What data, not currently provided, would be needed in order to improve planning for the
   development of the program?  Explain. None

2. What major external changes or trends do you expect to be of particular relevance to your
   discipline in the next five years?
   More and more students are coming out of local high schools needing the information
   that AS teaches to meet successful educational goals. In addition, we are seeing greater
   numbers of students coming from the four year colleges that have not met their
   requirements for remedial reading and math.

3. What will the implications of these changes or trends before the program and how will the
   program need to respond?
   The local high school students and those coming back from a furlough from the four
   year college have a serious need for skills taught in the Academic Strategy courses.
   The college continues to have a large number of students placed on academic
   probation. Those students should all be referred to appropriate Academic Strategy
   courses.
4. Based upon the information above, how would you like the program to evolve within the next five years?
We would like three qualified, fulltime faculty. We would like students automatically referred to appropriate Academic Strategies courses when they are placed on academic probation. Students need appropriate learning and study skills assessments and counseling at that time. It would also be valuable for students to have this assessment as part of their assessment/placement exams when they enter El Camino College. The program needs a person assigned to outreach, both on and off campus.

6. Should a recommendation be written addressing the data?  
(If yes, list.)

   ___x_ Yes    ___ No
V. Conclusion

1. Prioritized Recommendations
   1. Recommend hiring of two appropriately qualified additional full time faculty immediately.
   2. Recommend more vigorous promotion for courses with declining enrollment and the Academic Strategies program in general.
   3. Recommend automatic assessment and appropriate referral to Academic Strategies courses for students placed on academic probation.
   4. Recommend more Administrative support for Academic Strategies program.
   5. Recommend learning and study skills assessment as part of students’ placement exams upon entering ECC. This would necessitate follow up/referral to appropriate Academic Strategies courses.
   6. Recommend staff assigned to outreach for Academic Strategies both on and off campus.

2. Major Needs
   Two qualified, full time faculty
   Support and promotion of program

3. Strategies