**APR Goal and Outcome—2018-2019**

For descriptions and examples of all APR Goal and Outcome items, please refer to the APR How To Guide—2018-2019

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| **Section I: APR Goal Overview** |

**IA1. Program (Please type in the name of your program)**

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| Maintain English faculty in the Writing Lab |

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| --- | --- | --- | --- |
| **IA2. Other Program**   |  | | --- | |  | | **IB. Program Lead (Your first and last name)**   |  | | --- | | Kamala Carlson | |

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| --- | --- | --- |
| **IC. APR Goal Short Title:**   |  | | --- | | Increase success in English 1500 | | **ID. APR Goal Status:**  X Continuing from Last Year  ❑ New This Year  ❑ Fast Track |

**IE. Institutional Plan(s) Addressed**

Which Institutional Plan(s) does your goal address? Check all that apply.

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| --- | --- |
| X Educational Master Plan  X Strategic Action Plan  ❑ Facilities Master Plan  ❑ Integrated Plan  X Guided Pathways Plan | ❑ Technology Master Plan  ❑ Human Resources Plan  ❑ Equal Employment Opportunity Plan  ❑ Other |

If “Other” Please indicate which plan(s).

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| Strategic Action Plan, Guided Pathways Workplan |

**IF. Institutional Plan Goal(s) Addressed**

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| SAP—Lagging Indicator #2 Increase transfer, Leading Indicator #1 Increase course success rates, Leading Indicator #2 Increase fall to spring persistence rates, and Leading Indicator #3 New students successfully completing transfer level English  Guided Pathways—#7 Improved Basic Skills |

**IG. Measureable Objectives(s)**

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| Goals in new SAP do not have objectives (see page 11 of “How to Guide”). Major Activity in Element #7 of Guided Pathways Workplan: “Expand Learning Center Support . . .” |
| **Section II: APR Goal Measures, Anticipated Outcomes, and Activities** |

**IIA. APR Goal Measure**

Indicate the type of outcome measure you will use to measure this 2018-2019 annual program review goal:

X Course Student Learning Outcome (SLO) X Student Achievement Outcome (SAO)

❑ Program Student Learning Outcome (PSLO) ❑ Program Effectiveness Measures (PEM)

❑ Institutional Student Learning Outcome (ISLO) ❑ Other outcome measure type (Describe in IVE Comments)

**IIB. APR Goal Anticipated Outcome** (Rubric Criteria 1, 2, 4, 5)

Please briefly describe what outcome you expect to achieve with this particular goal in terms of its impact on student learning, student success, student achievement or the “Goal Measure” you indicated in IIA. Be sure to include a discussion of the evidence used to support your assertion, and the “benchmark” value of the goal outcome.

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| Maintain existing successful course completion rate of 85.3% for English 1500 (aspirational goal). Maintain existing aggregate CSLO rate of 71%.  The passage of AB 705 has resulted in the majority of students starting in transfer level English. Due to AB 705, English faculty are spending more time working in the Writing Lab. The goal is to provide these students with the support they need so that they can succeed in transfer level English. The success of these students can be measured through SLOs. |

**IIC. APR Goal Activities** (Rubric Criterion 5)

Please briefly describe the activities you intend to implement to achieve this particular goal. Include a timeline of the activities and assessment/evaluation of outcomes.

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| The activity, which is to continue to have English faculty in the Writing Lab and perhaps even increase the number of hours English faculty work in lab per week, is an ongoing goal. |

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| **Section III: APR Goal and Resource Request** |

**IIIA. Required Resources Category:**

Please indicate the types of resources required to implement the activities for this APR goal.

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| --- | --- |
| X Personnel: Faculty  ❑ Personnel: Classified  ❑ Personnel: Other  ❑ Technology | ❑ Professional Development  ❑ Facilities  ❑ Equipment or Supplies  ❑ Other (Describe in IVE Comments) |

**IIIB. Required Resources Description**

Please describe any resources you will need to implement the activities associated with this goal. Requested resources should follow from the narrative in IIC above.

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| The resources needed are faculty who are willing to work in the Writing Lab to serve the needs of underprepared students who are enrolled in English 1500. This support is critical in the face of AB 705 in order to support students who are not prepared for transfer level English.  As of spring 2019 English and math faculty will be working a total number 21 hours in the lab, per week. |

**IIIC. One Time Start Up Costs:**

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| 0 |

**IIID. Annual Costs:**

|  |
| --- |
| 32,000 |

**IIIE. Total 5 Year Costs:**

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| --- |
| 120,000 |

**IIIF. Proposed Funding Source(s):**

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| General fund, Guided Pathways Funding |
| **Section IV: APR Goal Additional Information** |

**IVA. Desired Start Date:**

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| Started fall 2018 |

**IVB. Expected Completion Date:**

|  |
| --- |
| Ongoing |

**IVC. Is Project Ongoing with No Expected Completion Date?**

X Yes

❑ No

**IVD1. Will Other Divisions or College Areas be Impacted?**

❑ Yes

X No

**IVD2. If Yes, then Describe how Other Divisions or College Areas Would be Impacted:**

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|  |

**IVE. Comments:**

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| In fall 2017, 1,289 students logged in the Writing Lab. At that time, there were no English faculty working in the lab. However, fall 2018, 2,640 students logged into the Writing Lab. This is almost double the number of students who used the lab. Therefore, it appears that having English faculty in the lab has tremendously increased the number of students who use the lab. |

**IVF. Prioritization by Program Lead:**

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| 2. |