Visual and Performing Arts Department
Mid-Year Progress Report for Academic Year 2014-2015
February 2015

Mid-Year Progress

Mid-Year Progress Report

Rework and submit all degree specific courses through the CIC review process in order to achieve congruence with the model curriculum for the Studio Arts for Transfer degree

Complete. All classes that are specific to the Studio Arts for Transfer degree have been run through the CIC review process, and are congruent with the Transfer Model Curriculum for Studio Arts.

Create top down SLO assessment instruments for all degree specific courses in the Studio Arts for Transfer Degree program

In progress. The VPA department now has a working Moodle, which faculty teaching this semester are using to collaborate on the development and completion of SLO assessments for spring 2015 classes. The department Moodle will be used every semester to continue discussion and revision of SLO assessment instruments for all classes.

Develop, administer and evaluate a student "first-contact" strategy

Incomplete. VPA faculty began discussion of the implementation of this strategy with Student Services; however, it seems that the broader institutional need for improving the college experience, collecting data on students and developing a more robust orientation program has subsumed a smaller, departmental first contact survey instrument. Currently, two full time faculty within the department deploy first day questionnaires to students, which provide data about the students' interests and past art experiences. A wider deployment of this questionnaire throughout all VPA classes will be discussed at the next department meeting.

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Library Department
Mid-Year Progress Report for Academic Year 2014-2015
March 2015

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Mid-Year Progress

Mid-Year Progress Report

Create a plan for weeding the collections (print and ebook) that involves faculty collaboration and a schedule

This initiative has been completed. A weeding plan has been developed that includes a process, criteria, and schedule for weeding the collections. The plan includes a process for involving faculty in weeding and maintenance decision. The plan was utilized to do a phase I weeding of the IWV print collection. List of possible weeded items are submitted to subject area faculty for final input.

Continue to develop and assess DE library programming (Embedded Librarian and at site LRCs) so that it is on a sustainable path

This initiative is still being worked on. A Library Instruction Moodle has been developed to house a shared collection of embedded librarian tutorials, prompts, activities, and resources that can be used by any librarian taking on embedded work. Summative assessments are routinely being collected but need more analysis to inform the program. A formative PLO tool is in the works so that assessing the embedded librarian instruction mirrors the assessment process of the on-ground library instruction. Work on this initiative will culminate in a "Embedded Librarian Handbook" to guide and instruct and train the embedded librarians.

Utilize "Curriculum Map: Information Competency" to inform Library Instruction programming

This initiative is in progress and will continue to be in progress long term. Using a "curriculum map" to inform library instruction programming allows librarians to target courses with research requirements and to provide intentional support to those classes as a priority. Using the map has allowed the realization that there are not enough librarians to provide instruction in all the classes that may need library supports, namely on the CTE side of the house. The curriculum map has informed the department of a logical direction for assigning library instruction tasks to the librarians in the department; consequently, the new librarian that will come on board Fall 2015 will be assigned certain academic areas to focus so that programming is being provided equally across the map.

Mathematics Department
Mid-Year Progress Report for Academic Year 2014-2015
March 2015

Mid-Year Progress

Mid-Year Progress Report

Implement Supplemental Instruction In Some Basic Skills Math Courses

All math instructors were strongly encouraged to look for potential Supplemental Instruction Leaders in their classes. During the summer of 2014 one Basic Skills Math Instructor had a list of at least twelve potential leaders submitted and a couple of other instructors submitted a few names as well. However, by the beginning of the fall semester, only one student followed through with the commitment and went to the leader training held during the week before school started. Unfortunately, this same student resigned as a leader after just conducting one session.

The Math Department continued the search for good candidates for leaders throughout the fall 2014 semester but still was unable to find students who were qualified and interested. Many students claimed that they simply did not have the extra time to take on the responsibility. Others stated that they wanted to tutor math, but had no desire to be a student leader for SI. So for the Math Department, SI was never implemented during the fall semester.

Now, six weeks into the spring 2015 semester, one instructor just had a former statistics student of his come forward and volunteer to be an SI leader for a morning Math 20 class. This student was a good student in Statistics and shows characteristics of good student behavior and is highly motivated to become a teacher. He has said he would like to become a leader of SI in Math so the process has now begun to see if he can be trained and possibly started in conducting some Math SI sessions this semester.

All Instructors Provide 3 Hours Per Week of One-to-One or Small Group Math Tutoring in the LAC

The Math Instructors at the IWV campus all agreed to conduct three office hours per week in the Learning Assistance Center (LAC) as a way to improve student success in courses at the transfer level. For one instructor, the fall semester started off very slow in terms of students coming into the LAC for help with almost no students coming in for the first 6 weeks of the semester. The instructor continued to maintain the three hours weekly and by the seventh week a couple of students came in for help with homework. They found the one on one tutoring with the instructor to be very helpful and it wasn't long before other students in the same statistics course were coming in for help as well. Since the students do their homework online, it was very convenient for the small group of students that regularly showed up to sit at one bank of computers and the instructor could then circulate to help students on a one on one basis. After a few weeks the instructor noted that the same group of students would be helping each other and discussing how to solve the problems among themselves before the instructor even showed up. This collaborative and relaxed learning environment clearly could not occur to the same extent within the confines of an instructor's office. Clearly, this type of academic support was greatly appreciated by the students and in a few cases made the difference between success and failure in the course.

The full-time instructor at the KRV site made himself available to help students at the KRV LAC during the fall of 2014. Not only did this help to improve the math program at KRV but several students have become interested in higher level math course offerings at the site as well.

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Counseling Department
Mid-Year Progress Report for Academic Year 2014-2015
February 2015

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Mid-Year Progress

Mid-Year Progress Report

Implement Degree Works for counseling staff use with students.

A final Degree Works training for counseling staff was completed on November 13, 2014. Progress has been made on the development of degree and certificate templates to be used with Degree Works. AS-T and AA-T templates have been created as have 8 certificate templates. A pilot test with students will be conducted in mid April to assist the department in the development of materials on how students can use Degree Works. The pilot testing will also provide the opportunity to trouble shoot any unexpected issues related to usage of Degree Works. The rest of the degree and certificate templates will be completed during the 2015 summer session. A comprehensive roll out and full implementation of Degree Works is planned for the fall 2015 semester meaning all currently enrolled students will be able to access Degree Works to conduct audits.

Develop online SEP and Probation/Disqualification workshops, online V.A orientation. Develop FAQ page on website to facilitate directing students to workshops and expedite other counseling services.

The Probation/Disqualification online workshop was launched July 2014. Since implementation of the online Probation/Disqualification workshop most students are choosing to complete the online workshop instead of attending an on ground workshop. 393 students have completed the online workshop. Success and retention data has not yet been collected during this time of implementation. Data related to the impact the workshop has had on students who are identified as on probation or disqualification prior to both the fall and spring semester is pending as well.

The SEP online workshop is in the last development phase. A draft of the workshop has been presented for feedback. Recommendations to incorporate questions at the end of each section are being developed to ensure that students are attentive to the material. Plan to launch online SEP workshop in March, 2015.

Currently the online Veterans orientation has not begun. The delay is a result of prioritizing immediate implementation of the core components of matriculation due to SSSP mandates. A Veterans orientation is still planned and will begin sometime in the summer session.

Frequently asked questions (FAQs) were developed that relate to transfer issues. The completed FAQs were posted to the Transfer Center webpage of the college website in the fall 2014 semester.

FAQs that would facilitate and direct students to information about the matriculation process and completion of the core components of matriculation has been refocused to the development and implementation of the Educational Advisory Board (EAB) platform. Counseling staff along with other Student Services staff are working on a more comprehensive approach to introducing students to student services including financial aid, admissions and records.