

**APR Report for the Academic Year 2020-2021
2021-2022 Cycle**

Section I: Program Description

IA1. Program Title

INST SRVCS Office of Instruction

IB. Program Contact (Your first and last name)

Leslie Minor

IC. Program Mission Statement

Provide the Program's Mission Statement.

The Office of Instruction supports the Taft College community of learners in all aspects of career technical education, transfer programs, and foundational instruction, with a guiding principle of providing an equitable learning environment that continuously seeks to improve student achievement of educational goals

ID. Program Summary

Provide a brief summary on the current status of the program being reviewed.

The Office of Instruction provides support for the Vice President of Instruction, curricular support, budgeting, purchasing, instructor support, faculty hiring processes and orientations, course scheduling, grant and (some) categorical fund tracking and support, and a broad range of additional support services. Support is provided for all academic programs, the Library, the Learning Center (Tutoring and Supplemental Instruction), Distance Education/Distance Learning, CTE Advisory Committees, Workforce Development, Inmate Education (when this program is active), Dual Enrollment, and Veterans. Support is provided for facilities that include ITEC (Welding), ETEC (Engineering/Energy Tech), and all other campus instructional locations. Support is provided for major grant-funded work including Perkins and Strong Workforce.

Section II: Looking Back—2020-2021

IIA. Present the Results (Rubric Criterion 3)

Provide a descriptive summary of the outcomes from the 2020-2021 cycle of program review –if your program's 2019-20 goals have been funded, please provide updates here as well.

- (1). The college experienced declines in meeting FTES targets for 2020-2021 due to the pandemic. Although scheduling efficiencies improved for online classes, efficiency was low for classes held in person except for Dental Hygiene and science labs.
- (2). Work on producing a strategic enrollment management plan continued in conjunction with the Access Committee, but continued to remain stalled when the college focus pivoted to functioning during the pandemic.
- (3). The Office of Instruction continued a professional development opportunity targeted for new instructors but open to all, the Lunch 'n Learn series.

II B. Probe the Results: I Wonder . . . (Rubric Criteria 1, 3)

In this section, judge whether the activities you implemented in 2020-2021 to reach your goals were effective. Did the activities have an effect on the outcome? Please describe WHY you believe your outcomes came out the way they did. Did you reach your goals? If yes, explain why. If you did not reach your goals, explain why.

- (1). One of the ongoing goals of the Office of Instruction has been development of a strategic enrollment management (SEM) plan, named as a goal in the 2015-1016 APR under the direction of a previous VPI. This plan was not successfully completed as the focus of instruction shifted to continuing to maintain a successful online environment for faculty and students in the face of the pandemic. SEM work will resume with Instruction and Access Committee members in coming semesters. (2) The work of managing instruction has had to adjust as the focus becomes how to address student and faculty success during a pandemic.

II C. Ideate Innovations: What if . . . (Rubric Criteria 1, 5)

In this section, describe activities you believe would have an effect on your 2021-2022 outcome measures.

- (1). We continue to address instruction during a pandemic with access to resources to respond to student and faculty needs, along with experience from spring semester 2020, academic year 2020-2021, and fall semester 2021. This may result in more training for faculty and students than in the past, and better retention for our online students. (2). Equity work began with greater effort after the CCCCO Chancellor's Office published the Call to Action in response to the national attention and civil unrest focused on reducing systemic racism, in spring 2020. This work continues, and disproportionately impacted groups should show higher success rates than in previous years. This work should improve campus DEI climate as well. (3). Faculty professional development increased.

Section III: Looking Forward—2021-2022

III. List Your 2021-2022 Goals—Be Quantitative!

List your 2021-2022 APR goals in terms of their expected changes on the outcome measures as indicated earlier. Each goal that requires resources, impacts other areas, or otherwise is substantive requires the submission of an APR Goal form. Keep in mind the scoring rubric criteria:

1. The relationship between program review narrative and the APR Goal is evident and strongly supported by evidence.
2. The APR Goal directly implements institutional planning document goals.
3. The outcome directly implements institutional planning outcomes, and is transferrable and/or scalable institutionally.
4. APR Outcome indicators, methods and/or timelines use institutional measures, transferrable/scalable institutionally
5. Before/after benchmarks and timelines are completely specified, identical methods, transferrable/scalable.

Office of Instruction goals:

1. Deliver 10 Lunch 'n Learn workshops to provide faculty development opportunities.
2. Continue the work of managing instruction during a pandemic continues by providing assistance through DE; Learning Center; Library curbside service for students checking out hotpots, laptops, calculators, engineering kits; and ongoing faculty training for online course delivery.
3. Work on a draft strategic enrollment management plan.
4. Maintain efficiencies of scheduling with low-enrolled sections only as necessary, and additional sections added where wait lists appear.
5. Resume regular faculty training opportunities in DE.
6. Create a student online orientation for distance learning in DE.
7. Improve student participation in Learning Center online and in-person tutoring.
8. Continue the student retention survey with Access Committee, to be launched annually.
9. Consider completion of a campus-wide DEI climate survey in conjunction with other campus areas.
10. Participate in student equity activities in collaboration with Student Services.
11. Create DEI resources for faculty including resources posted in on Canvas and linked on a college web page.
12. Create and continue DEI activities (e.g., workshop, speaker, and webinar activities) in conjunction with the Superintendent/President, HR, and the Dean of Instruction/CTE.

All goals listed above can be completed within the normal scope of duties of personnel in the Instruction area and do not require additional financial or staffing resources, with the exception of some goals funded through other areas (Student Services, HR, identified covid-19 response funds, and so on). No APR goal forms are being submitted for this cycle.

Section IV (Optional): Evaluation of Program Review and Planning Process

IVA. Evaluation of Program Review and Program Planning Process

In this cycle of program review, what aspects of the program review and program planning process worked best and why?

IVB. Evaluation of Program Review and Program Planning Process

In this cycle of program review, what aspects of the program review and program planning process would you change and why?