



ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL) ASGC ADOPTED SPRING 2011

The purpose of this document is to collect information to be used by the college planning bodies IPC (Instruction Planning Council), APC (Administrative Planning Council), SSPC (Student Services Planning Council), Budget Planning Committee, and CPC (College Planning Council) and may be used for Program Improvement and Viability (PIV). Through this process, faculty have the opportunity to review the mission and vision of their department/program. Then, using multiple measures and inquiry, faculty will reflect on and evaluate their work for the purposes of improving student learning and program effectiveness. This reflection will identify steps and resources necessary to work towards the program vision including personnel, professional development, facilities, and equipment. *Faculty should use their judgment in selecting the appropriate level of detail when completing this document.*

The deadline for submission of the Annual Program Plan to the IPC is March 31. Complete this document in consultation with your Dean who will then submit a copy to IPC. Members of the IPC review the document and return their comments to the author for use in the next annual program plan.

Cañada College

Mission Statement

It is the mission of Cañada College to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality instruction in general, transfer, career, and basic skills education, and activities that foster students' personal development and academic success. Cañada College places a high priority on supportive faculty/staff/student teaching and learning relationships, responsive support services, and a co-curricular environment that contributes to personal growth and success for students. The College is committed to the students and the community to fulfill this mission.

Vision

Cañada College ensures student success through personalized, flexible, and innovative instruction. The College infuses essential skills and competencies throughout the curriculum and assesses student learning and institutional effectiveness to make continuous improvement. Cañada responds to the changing needs of the people it serves by being involved in and responsive to the community, developing new programs and partnerships and incorporating new technologies and methodologies into its programs and services.



ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

Document Map:

- 0) Key Findings
- 1) Planning group
- 2) Authors
- 3) Program
- 4) Responses to previous Annual Program Plan & Review (APP&R)
- 5) Curricular Offerings
- 6) Program Level Data
- 7) Action Plan
- 8) Resource Identification



ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

Department/Program Title: Learning Center/*LCTR Courses* **Date submitted:** March 20, 2013

0. Key Findings:

- **SLOs:** All LCTR Course SLOs are in TracDat.
- **Assessment:** Success rates of students in LCTR Courses continue to lag behind those of students in conventional courses.

1. Planning Group

Please see Item 1 of Annual Program Plan and Review for Learning Center/Student Services Functions

2. Writing Team and Contact Person:

Please see Item 2 of Annual Program Plan and Review for Learning Center/Student Services Functions

3. Program Information

A. Program Personnel

Identify all personnel (faculty, classified, volunteers, and student workers) in the program:

- Frank Austin – Interim Learning Center Manager (FT Classified)
- Jonathan MacSwain – Interim Assistant Project Director (FT Classified)
- Vacant (position temporarily vacated by Frank Austin) - Instructional Aide II (FT Classified – 11 months)
- Ozlem Yankin – Instructional Aide II (FT Substitute Classified, expires June 30, 2013)
- Vacant (position temporarily vacated by Jonathan MacSwain) – Instructional Aide II (FT Classified – 12 months)
- Steven Bradley - Instructional Aide II (temporary evenings (48%))
- Monica Vasquez – Student Assistant (PT, Work Study)
- Angelica Valencia – Student Assistant (PT, Work Study)

B. Program Mission and Vision

The Learning Center *as a whole* has a new mission, adopted April 1, 2013, which is set forth below:

It is the mission of the Cañada College Learning Center to provide energetic, competent and friendly academic and related assistance to all Cañada students, regardless of the focus of their work at Cañada. Assistance includes peer and professional tutoring, workshops and technological support. We approach our work with passion, professionalism and creativity; our students with admiration and patience; and our colleagues with respect and a commitment to shared goals and values.



ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

C. Expected Program Student Learning Outcomes

Program Student Learning Outcomes for all Learning Center Courses, along with Assessment Methods and Results, may be viewed in Tracdat.

4. Response to Previous Annual Program Plan & Review

Curriculum Offerings	Grade	Response
1. Status of curriculum updates for all courses	Incomplete Information	All LCTR courses (except LCTR 698) are listed in Tracdat. Last assessment results for Vocabulary Improvement IV are dated January 2012. Last results for all other courses are dated December 2012. <i>Tracdat Source: CAN Dept – Learning Center > Home > Summary</i>
2. Status of SLOAC for all courses	Incomplete Information	<ul style="list-style-type: none"> • <u>Three Course Outcomes</u> are listed for each LCTR course (except LCTR 698) in Tracdat. <i>Tracdat Source: CAN Dept – Learning Center > Course Assessment Plan > Course Outcomes.</i> • Each Course Outcome has an <u>Assessment Method and Success Criterion</u> in Tracdat. <i>Tracdat Source: CAN Dept – Learning Center > Course Assessment Plan > Means of Assessment</i> • Each Course Outcome is aligned with one or more <u>ISLOs</u> in Tracdat. No articulation between Course Outcomes and <u>PSLOs</u> is shown. <i>Tracdat Source: CAN Dept – Learning Center > Course Assessment Plan > Related PSLOs and ISLOs.</i> • <u>Assessment results</u> dating back to Fall 2010 are shown in Tracdat for all Course Outcomes (although results for Spring 2012 seem to be missing). Depending on the semester and course, results are sometimes shown under the heading “Directly Related to Objective,” and other times under the heading “Assessment Method/Success Criterion” <i>Tracdat Source: CAN Dept – Learning Center > Results > By Course</i>
3. Description of the complete curriculum offering cycle	Complete information, some analysis	Except for LCTR 110, every course is offered every Fall and Spring semester. LCTR 110 will be offered when the Education TMC/AS-T is approved by the State Chancellor’s Office.
4. Plan for necessary curriculum development	Incomplete Information	None at this time. Identified student needs are met by the existing curriculum.



ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

Comment	Difficulty assessing Tracdat folder with information, given the fact that it is in the Office of Instruction	We believe that Tracdat now has all information regarding Learning Center Courses.
Enrollment Data		
Identification of trends	Complete information, some analysis	Acad. Yr. 07/08 08/09 09/10 10/11 11/12 12/13
		Enrollment 402 390 584 713 563 291
		Sec. Avg. 9.3 10 17.7 18.8 14.4 9.7
		Total college enrollment declined by 5% between 9/10 (the peak) and 11/12. In comparison, LCTR course enrollments declined by 4.5% over the same period.
Three-Year Action Plan		
1. Reflections on Department/Program needs and goals	Complete information, some analysis	None.
2. Action plan for what is to be accomplished in the next three years.	Complete information, some analysis	None.
Professional Development Needs		
Justification is consistent with Department/Program needs	Complete information, analysis	None.
Planning Research and Data Needs		
Justification is consistent with Department/Division/College needs	Complete information, some analysis	None.



ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

5. Curricular Offerings (*current state of curriculum and SLOAC*)

A. Attach the following TracDat and Curriculum data in the appendix:

- For LCTR courses, a Four Column Department Course Assessment Report can be viewed in Tracdat. It is 35 pages.
- List courses with COR's over 6 years old
 - LCTR 140 – Professional Writing , Origination Date October 1996.
 - LCTR 840 - 843 – Vocabulary Improvement, Origination Date December 1995.Course Outlines have been updated in CurricUNET, and copies are attached as Attachments A through E.

B. Identify Patterns of Curriculum Offerings

Given the nature of these courses and the fact that they are not part of a certificate or degree program, they are reviewed by Learning Center staff and the Learning Center Manager, to determine which should be deleted from catalog or banked or modified (*e.g.*, put online), and whether any should be added.

6. Program Level Data

A. Data Packets and Analysis from the Office of Planning, Research & Student Success and any other relevant data.

The Packet is attached as Attachment F.

B. Analyze evidence of Program performance. Explain how other information may impact Program (examples are business and employment needs, new technology, new transfer requirements)

Generally, the LCTR courses are self-paced, developmental-level, non-transferable, P/NP courses. Self-paced, open entry courses can be problematic because many students enroll and put off completing the work until it is too late to earn credit. Despite constant reminders to do the work and offerings of assistance, the success of these students is low.

The success rates of students in these courses consistently hover around 50%, for the reasons outlined above. However, we think they are valuable for the students who do take them seriously, addressing in most cases fundamental deficiencies in study and verbal skills that are taken for granted in conventional courses.



ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

C. Other Considerations

None.

7. Action Plan

Faculty plans to review and evaluate and revise the materials for these courses, to make them more user-friendly and engaging, in the hopes of improving students' success and retention rates. Faculty is reviewing these courses and expect to bring recommended changes to Curriculum Committee for action.

Faculty also plans to comprehensively review and potentially modify the SLOs for these courses.

As to the Learning Center in general (Non-Instructional), please see Action Plan set forth in Annual Program Plan and Review for Learning Center/Student Services Functions

8. Resource Identification

A. Faculty and Staff hiring requests

An additional full-time Instructional Aide II would be able to absorb some of the administrative duties of other staff members, who would then have more time to address substantive aspects of the LCTR Courses. Please see Attachment G: New Full Time Classified Hiring/Position Justification – Instructional Aide II.

B. Professional Development needs

Professional Development needs are addressed in the Annual Program Plan and Review for Learning Center/Student Services Functions

C. Classroom & Instructional Equipment requests

None

D. Office of Planning, Research & Student Success requests

Continue producing the data packets for LCTR courses.

E. Facilities requests

Fix water leaks near the southwest corner of the Learning Center; the new Facilities Manager is aware of this condition and is addressing it.



ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

Attachment A: Updated Official Course Outline, LCTR 140, submitted to VPI April 20, 2013

Cañada College
Official Course Outline

1. **COURSE ID:** LCTR 140 **TITLE:** Professional Writing
Semester Units/Hours: 2.0 units; a minimum of 96.0 lab hours/semester
Method of Grading: Letter Grade Only
Recommended Preparation:
 Eligibility for ENGL 100.
2. **COURSE DESIGNATION:**
Degree Credit
Transfer credit: CSU
3. **COURSE DESCRIPTIONS:**
Catalog Description:
 This self-paced course provides reference, instruction and practice for writing in various professional capacities. Starting with planning a business document, assignments then address considerations that apply to all business documents, as well as the most common formats for professional writing, including letters, memoranda and proposals.
Schedule of Classes Description
 Instruction and practice for writing in various professional capacities and formats, including letters, memoranda and reports. After enrolling, students must come to the Learning Center for an orientation.
4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
 Upon successful completion of this course, a student will meet the following outcomes:
 - A. Write a properly formatted, well-developed, organized business letter.
 - B. Write a properly formatted, well-developed, organized memorandum.
 - C. Write a properly formatted, well-developed, organized proposal.
5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**
 Upon successful completion of this course, a student will be able to:
 - A. Analyze the reader, objective and scope of a writing task.
 - B. Use such analysis to determine authorial tone, style, and content.
 - C. Identify appropriate organizational methods for specific writing tasks.
 - D. Employ various standard formats, such as the business letter, memorandum, and report.
 - E. Synthesize informational and persuasive modes in proposal writing.
 - F. Organize and write formal reports, abstracts, and executive summaries.
6. **COURSE CONTENT:**
Lecture Content:
 -
Lab Content:
 1. Planning Business Documents
 2. Letter Writing
 3. Communicating Across Cultures
 4. Revising



ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

5. Editing
6. Memoranda and Reports
7. Library Research
8. Proposals
9. Sales Letters
10. Resumés
11. Job-Search Letters
12. Electronic Job Search

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- Lab
- A. Activity
- B. Individualized Instruction
- C. Observation and Demonstration

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

- Twelve writing assignments representing a cross-section of business communications, including letters, memoranda and reports.

Reading Assignments:

- 80 pages of reading (approximately 5 pages per week for a full semester) regarding important aspects of business communications including organization, presentation, tone and style, for a variety of types of business communication.

Other Outside Assignments:

- None.

To be Arranged Assignments (if applicable):

- Not applicable.

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- Students are required to complete the writing assignments and submit them either in hard copy or via email. A grade of C or better is required on each assignment in order to proceed. Many of the activities require college-level writing.

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- Guffey, M. E.. *Essentials of Business Communication*, Eighth ed. Mason, Ohio: Cengage Learning, 2010
- A. Murdick, W.. *The Portable Business Writer*, First ed. Boston, MA: Houghton Mifflin Company, 1999

Origination Date: October 1996

Curriculum Committee Approval Date: September 1995

Effective Term: Fall 1996

Course Originator: Frank Austin



ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

Attachment B: Updated Official Course Outline, LCTR 840, submitted to VPI April 20, 2013

Cañada College
Official Course Outline

1. **COURSE ID:** LCTR 840 **TITLE:** Vocabulary Improvement I
Semester Units/Hours: 1.0 units; a minimum of 48.0 lab hours/semester
Method of Grading: P/NP Only
Recommended Preparation:
 Open Curriculum.

2. **COURSE DESIGNATION:**
Non-Degree Credit
Basic Skills
Transfer credit: none

3. **COURSE DESCRIPTIONS:**
Catalog Description:
 This self-paced, workbook-based course helps students build vocabulary skills by learning 300 important basic words. The course offers practice and reinforcement through various types of exercises including matching words with definitions, choosing the correct word in context, use of prefixes and suffixes, and properly identifying synonyms and antonyms.
Schedule of Classes Description
 This self-paced, workbook-based course helps students build vocabulary skills by learning 300 important basic words. The course offers practice and reinforcement through various types of exercises including matching words with definitions, choosing the correct word in context, use of prefixes and suffixes, and properly identifying synonyms and antonyms. After enrolling, students must come to the Learning Center for an orientation and a short pre-test.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
 Upon successful completion of this course, a student will meet the following outcomes:
 - A. Choose the correct vocabulary word or words in context to complete a sentence or short narrative.
 - B. Choose the correct the synonyms and antonyms of vocabulary words.
 - C. Recognize vocabulary word analogies.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**
 Upon successful completion of this course, a student will be able to:
 - A. Understand and use 300 important basic words, as evidenced by, among other things: choosing the correct definition, proper use in the context of a sentence or short narrative, distinguishing correct from incorrect uses, and recognition of synonyms.

6. **COURSE CONTENT:**
Lecture Content:
 -
Lab Content:
 1. The text comprises six Units, with each Unit comprising five Chapters, and each Chapter introducing and teaching ten words.



ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

2. Each Chapter contains a series of exercises following the same format: matching words with definitions; choosing the correct word in the context of a sentence; completing sentences in which one of the new words is used; identifying related words; choosing the correct words in the context of a short narrative; and an optional element covering either prefixes and suffixes, synonyms and antonyms, or word analogies.
3. Each Chapter has 50 fill-in-the-blank problems, 40 required and 10 optional.
4. After every five Chapters, the student is required to complete a series of three Unit Tests comprising 75 fill-in-the-blank problems, and grouped as follows: choosing the correct word in the context of a sentence; correctly distinguishing between words used correctly and incorrectly; and identifying synonyms.
5. The student is required to obtain instructor approval of work at regular intervals, such as at the end of each Unit, before they may proceed.

TBA Hours Content:

-

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- . Activity

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

1650 fill-in-the-blank word choice problems of various types.

Reading Assignments:

Approximately 14 pages per week (for a full semester) of reading of vocabulary word definitions, and sentences and narratives requiring fill-in-the-blank word-choice answers.

Other Outside Assignments:

-

To be Arranged Assignments (if applicable):

-

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- . A score of 80% or better is required for each of the 30 Chapters. Chapter exercises include word definitions, using words in context, and being able to apply the definition of the word as used in a sentence.
- . A score of 80% or better is also required on the six Unit exams.

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- . Johnson, B. and Goldstein, J. M.. *Groundwork for a Better Vocabulary*, Fourth ed. West Berlin, New Jersey: Townsend Press, Inc., 2011
- A. Nadell, J. and Johnson, B.. *Vocabulary Basics*, Second ed. West Berlin, New Jersey: Townsend Press, Inc., 2011
- B. Nist, S. L.. *Building Vocabulary Skills*, Fourth ed. West Berlin, New Jersey: Townsend Press, Inc., 2010

Origination Date: December 1995

Curriculum Committee Approval Date: December 1995

Effective Term: Fall 1996

Course Originator: Frank Austin



ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

Attachment C: Updated Official Course Outline, LCTR 841, submitted to VPI April 20, 2013

Cañada College
Official Course Outline

1. **COURSE ID:** LCTR 841 **TITLE:** Vocabulary Improvement II
Semester Units/Hours: 1.0 units; a minimum of 48.0 lab hours/semester
Method of Grading: P/NP Only
Recommended Preparation:
 Open Curriculum.
2. **COURSE DESIGNATION:**
Non-Degree Credit
Basic Skills
Transfer credit: none
3. **COURSE DESCRIPTIONS:**
Catalog Description:
 This self-paced, workbook-based course, the second in a series of four increasingly challenging vocabulary improvement courses, helps students build vocabulary skills by learning 200 important basic words. The course offers practice and reinforcement through various types of exercises including matching words with definitions, choosing the correct word in context, and properly identifying synonyms.
Schedule of Classes Description
 This self-paced, workbook-based course, the second in a series of four increasingly challenging vocabulary improvement courses, helps students build vocabulary skills by learning 200 important basic words. The course offers practice and reinforcement through various types of exercises including matching words with definitions, choosing the correct word in context, and properly identifying synonyms. After enrolling, students must come to the Learning Center for an orientation and a short pre-test.
4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
 Upon successful completion of this course, a student will meet the following outcomes:
 - A. Choose the correct vocabulary word in context from a list of choices.
 - B. Choose the correct synonym of vocabulary words.
 - C. Recognize whether a word is used correctly or incorrectly.
5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**
 Upon successful completion of this course, a student will be able to:
 - A. Understand and use 200 important basic words, as evidenced by, among other things: choosing the correct definition, proper use in the context of a sentence or short narrative, distinguishing correct from incorrect uses, and recognition of synonyms.
6. **COURSE CONTENT:**
Lecture Content:
 -
Lab Content:
 1. The text comprises four Units, with each Unit comprising five Chapters, and each Chapter introducing and teaching ten words.



ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

2. Each Chapter contains a series of exercises following the same format: matching words with definitions; choosing the correct word or words in the context of a sentence; and choosing the correct words in the context of a short narrative.
3. Each Chapter has 40 fill-in-the-blank problems.
4. After every five Chapters, the student is required to complete a series of three Unit Tests comprising 70 fill-in-the-blank problems, and grouped as follows: choosing the correct word in the context of a sentence; completing sentences in which one of the new words is used; correctly distinguishing between words used correctly and incorrectly; and recognizing synonyms.
5. The student is required to obtain instructor approval of work at regular intervals, such as at the end of each Unit, before they may proceed.

TBA Hours Content:

-

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

Activity

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

1080 fill-in-the-blank word choice problems of various types.

Reading Assignments:

Approximately 8 pages per week (for a full semester) of reading of vocabulary word definitions, and sentences and narratives requiring fill-in-the-blank word-choice answers.

Other Outside Assignments:

-

To be Arranged Assignments (if applicable):

-

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

A score of 80% or better is required for each of the 20 Chapters. Chapter exercises include matching words with definitions; choosing the correct word or words in the context of a sentence; and choosing the correct words in the context of a short narrative. A score of 80% or better is also required on the four Unit exams.

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- Nist, S. L.. *Building Vocabulary Skills*, Fourth ed. West Berlin, New Jersey: Townsend Press, Inc., 2010
- A. Johnson, B. and Goldstein, J. M.. *Groundwork for a Better Vocabulary*, Fourth ed. West Berlin, New Jersey: Townsend Press, Inc., 2011
- B. Nist, S. L.. *Improving Vocabulary Skills*, Fourth ed. West Berlin, New Jersey: Townsend Press, Inc., 2010

Origination Date: April 2013

Curriculum Committee Approval Date:

Effective Term: Fall 2013

Course Originator: Frank Austin



ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

Attachment D: Updated Official Course Outline, LCTR 842, submitted to VPI April 20, 2013

Cañada College
Official Course Outline

1. **COURSE ID:** LCTR 842 **TITLE:** Vocabulary Improvement III
Semester Units/Hours: 1.0 units; a minimum of 48.0 lab hours/semester
Method of Grading: P/NP Only
Recommended Preparation:
 Open Curriculum.
2. **COURSE DESIGNATION:**
Non-Degree Credit
Basic Skills
Transfer credit: none
3. **COURSE DESCRIPTIONS:**
Catalog Description:
 This self-paced, workbook-based course, the third in a series of four increasingly challenging vocabulary improvement courses, helps students build vocabulary skills by learning 200 important basic words. The course offers practice and reinforcement through various types of exercises including matching words with definitions, choosing the correct word in context, and properly identifying synonyms.
Schedule of Classes Description
 This self-paced, workbook-based course, the third in a series of four increasingly challenging vocabulary improvement courses, helps students build vocabulary skills by learning 200 important basic words. The course offers practice and reinforcement through various types of exercises including matching words with definitions, choosing the correct word in context, and properly identifying synonyms. After enrolling, students must come to the Learning Center for an orientation and a short pre-test.
4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
 Upon successful completion of this course, a student will meet the following outcomes:
 - A. Choose the correct vocabulary word in context from a list of choices.
 - B. Choose the correct synonym of select vocabulary words.
 - C. Recognize whether a word is used correctly or incorrectly.
5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**
 Upon successful completion of this course, a student will be able to:
 - A. Understand and use 200 important basic words, as evidenced by, among other things: choosing the correct definition, proper use in the context of a sentence or short narrative, distinguishing correct from incorrect uses, and recognition of synonyms.
6. **COURSE CONTENT:**
Lecture Content:
 -
Lab Content:
 1. The text comprises four Units, with each Unit comprising five Chapters, and each Chapter introducing and teaching ten words.



ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

2. Each Chapter contains a series of exercises following the same format: matching words with definitions; choosing the correct word or words in the context of a sentence; and choosing the correct words in the context of a short narrative.
3. Each Chapter has 40 fill-in-the-blank problems.
4. After every five Chapters, the student is required to complete a series of three Unit Tests comprising 70 fill-in-the-blank problems, and grouped as follows: choosing the correct word in the context of a sentence; completing sentences in which one of the new words is used; correctly distinguishing between words used correctly and incorrectly; and recognizing synonyms.
5. The student is required to obtain instructor approval of work at regular intervals, such as at the end of each Unit, before they may proceed.

TBA Hours Content:

-

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

. Activity

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

1080 fill-in-the-blank word choice problems of various types.

Reading Assignments:

Approximately 8 pages per week (for a full semester) of reading of vocabulary word definitions, and sentences and narratives requiring fill-in-the-blank word-choice answers.

Other Outside Assignments:

-

To be Arranged Assignments (if applicable):

-

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

. A score of 80% or better is required for each of the 20 Chapters. Chapter exercises include matching words with definitions; choosing the correct word or words in the context of a sentence; and choosing the correct words in the context of a short narrative. A score of 80% or better is also required on the four Unit exams.

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- . Nist, S. L.. *Improving Vocabulary Skills*, Fourth ed. West Berlin, New Jersey: Townsend Press, Inc., 2010
- A. Nist, S. L.. *Advancing Vocabulary Skills*, Fourth ed. West Berlin, New Jersey: Townsend Press, Inc., 2010
- B. Nist, S. L.. *Building Vocabulary Skills*, Fourth ed. West Berlin, New Jersey: Townsend Press, Inc., 2010
- C. Johnson, B. and Goldstein, J. M.. *Advanced Word Power*, Second ed. West Berlin, New Jersey: Townsend Press, Inc., 2011

Origination Date: December 1996

Curriculum Committee Approval Date: December 1996

Effective Term: Fall 1997

Course Originator: Frank Austin



ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

Attachment E: Updated Official Course Outline, LCTR 843, submitted to VPI April 20, 2013

Cañada College
Official Course Outline

1. **COURSE ID:** LCTR 843 **TITLE:** Vocabulary Improvement IV
Semester Units/Hours: 1.0 units; a minimum of 48.0 lab hours/semester
Method of Grading: P/NP Only
Recommended Preparation:
 Open Curriculum.
2. **COURSE DESIGNATION:**
Non-Degree Credit
Basic Skills
Transfer credit: none
3. **COURSE DESCRIPTIONS:**
Catalog Description:
 This self-paced, workbook-based course, the fourth in a series of four increasingly challenging vocabulary improvement courses, helps students build vocabulary skills by learning 200 important basic words. The course offers practice and reinforcement through various types of exercises including matching words with definitions, choosing the correct word in context, and properly identifying synonyms.
Schedule of Classes Description
 This self-paced, workbook-based course, the fourth in a series of four increasingly challenging vocabulary improvement courses, helps students build vocabulary skills by learning 200 important basic words. The course offers practice and reinforcement through various types of exercises including matching words with definitions, choosing the correct word in context, and properly identifying synonyms. After enrolling, students must come to the Learning Center for an orientation and a short pre-test.
4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
 Upon successful completion of this course, a student will meet the following outcomes:
 - A. Choose the correct vocabulary word in context from a list of choices.
 - B. Choose the correct synonym for vocabulary words.
 - C. Recognize whether a word is used correct or incorrectly.
5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**
 Upon successful completion of this course, a student will be able to:
 - A. Understand and use 200 important words, as evidenced by, among other things: choosing the correct definition, proper use in the context of a sentence or short narrative, distinguishing correct from incorrect uses, and recognition of synonyms.
6. **COURSE CONTENT:**
Lecture Content:
 -
Lab Content:
 1. The text comprises four Units, with each Unit comprising five Chapters, and each Chapter introducing and teaching ten words.



ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

2. Each Chapter contains a series of exercises following the same format: matching words with definitions; choosing the correct word or words in the context of a sentence; and choosing the correct words in the context of a short narrative.
3. Each Chapter has 40 fill-in-the-blank problems.
4. After every five Chapters, the student is required to complete a series of three Unit Tests comprising 70 fill-in-the-blank problems, and grouped as follows: choosing the correct word in the context of a sentence; completing sentences in which one of the new words is used; correctly distinguishing between words used correctly and incorrectly; and recognizing synonyms.
5. The student is required to obtain instructor approval of work at regular intervals, such as at the end of each Unit, before they may proceed.

TBA Hours Content:

-

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

· Activity

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

1080 fill-in-the-blank word choice problems of various types.

Reading Assignments:

Approximately 8 pages per week (for a full semester) of reading of vocabulary word definitions, and sentences and narratives requiring fill-in-the-blank word-choice answers.

Other Outside Assignments:

-

To be Arranged Assignments (if applicable):

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9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

· A score of 80% or better is required for each of the 20 Chapters. Chapter exercises include matching words with definitions; choosing the correct word or words in the context of a sentence; and choosing the correct words in the context of a short narrative. A score of 80% or better is also required on the four Unit exams.

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- Nist, S. L.. *Advancing Vocabulary Skills*, Fourth ed. West Berlin, New Jersey: Townsend Press, Inc., 2010
- A. Johnson, B. and Goldstein, J. M.. *Advanced Word Power*, Second ed. West Berlin, New Jersey: Townsend Press, Inc., 2011
- B. Nist, S. L.. *Improving Vocabulary Skills*, Fourth ed. West Berlin, New Jersey: Townsend Press, Inc., 2010

Origination Date: December 1996

Curriculum Committee Approval Date: December 1996

Effective Term: Fall 1997

Course Originator: Frank Austin



ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

Attachment F (Program Review Department Data Packet - LCTR) follows this cover sheet



ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
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and (2) “transfer, career/technical, and basic skills programs, and lifelong learning.” All Learning Center staff positions contribute to that environment and support those programs, either by assisting students directly in their efforts to learn, or by performing administrative or clerical tasks that support those direct student services.

Strategic Direction (SD) Alignments: The Learning Center’s greatest contribution to the 2012-2015 Strategic Directions of the College are in the areas of SD 1 - Teaching and Learning, and SD 2 - Completion. All Learning Center Staff positions align with and support these Strategic Directions in the same way.

<p>SD 1. Teaching & Learning. “Equip students with . . . knowledge and transferable skills . . . promote engagement; . . . create innovative and flexible learning systems.”</p>	<p>All Learning Center staff positions assist and support students in these ways, either by assisting students directly in their efforts to learn, or by performing administrative or clerical tasks that support those direct student services. In particular, (1) all Learning Center staff positions actively promote the formation of study groups (“innovative and flexible learning systems”) by providing group study rooms and connecting study groups with tutors, and (2) the relationships that form between students and Learning Center staff significantly aid in promoting student engagement and retention.</p>
<p>SD 2. Completion. “create pathways which support the success, retention and persistence of students in their educational goals.”</p>	<p>All Learning Center staff help establish these pathways, either by assisting students directly in their efforts to learn, or by performing administrative or clerical tasks that support those direct student services.</p>

3. Strengthening the Department/Division: This position is needed to help offset the loss of the Director’s time and attention, and to generally bolster the ability of the staff to meet student’s needs.

4. If unfilled: Without this position, the ability of the Learning Center to adequately serve student needs will be compromised, which will negatively affect student engagement with the College and with their education, which will negatively success, retention and persistence.

This position has been reviewed by the department or division and is recommended for hiring.

Dean / Director / Hiring Supervisor

Date