

Golden West College

INSTRUCTIONAL

PROGRAM REVIEW

Spring 2013

Program Name: Learning Resources (Tutorial and Learning Center/Student Computer Center)

Division Name: Learning Resources and Distance Learning

Overview of Program:

The Tutorial & Learning Center is the college's primary instructional support service responsible for instructionally assisting students in developing skills, strategies, and behaviors to perform as confident, independent and active learners. The program is intended to provide students with tools with which they can become successful in their academic (and subsequent) endeavors. The program services a spectrum of students from those that are having academic difficulty in their courses to students seeking academic support to continue their distinguished achievement levels in higher education. The Center provides free peer assistance for all courses taught at Golden West College. Tutoring is done individually and in small groups by trained tutors recommended by GWC faculty.

The Tutorial & Learning Center generates credit FTES for three ongoing Tutor Training Skills courses throughout the academic year, and substantial non-credit FTES for tutoring sessions when an instructor is present for on-site supervision. At the same time, approximately 50-60 tutors and volunteers per semester staff the Tutorial & Learning Center. This arrangement provides direct support for some of our most gifted students to continue their college careers at Golden West College.

The Student Computer Center is committed to providing quality computer support to assist in the academic success of Golden West College students. The program is intended to provide students with tools with which they can become successful in their academic endeavors and be able to use computer technology effectively. The program services a variety of students from those that are having academic difficulty in their courses to students seeking academic support to continue their distinguished achievement levels in higher education. The Center provides assistance for several courses taught at Golden West College.

The Student Computer Center is an open computer laboratory that includes, but is not limited to the following:

- High-speed Internet access
- Assistance in setting up of personal e-mail accounts
- Laser Color Printers
- Windows 7
- 3 Scanners
- CD Writers
- CD-RW-DVD Combo
- DVD Writers
- Microsoft Office 2010
- Faxing
- Color Copier
- 11 Macintosh Computers loaded with Digital Arts software
- Creative Suite CS 5
- Other software programs

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Professor/Coordinator, Learning Resources
B.A., M.P.A., California State University at Fullerton

Current State of the Program**1. What noteworthy trends do you notice in your data tables?**

- The Tutorial and Learning Center programs continue as a significant tool in student retention, 42% of the student evaluated revealed they would have dropped the class if these services were not provided. (data provided later in report)
- There has been a 20% increase in the number of tutoring requests since the 2009-2010 period, while at the same time using various tutoring formats and volunteers to keep the cost as low as possible. (data provided later in report)
- Of the students using the services, a high 82% of the students reported improvement in their understanding of the course materials. Students also reported a significant increase in their grades after using the Tutorial and Learning Center. Comparing where the student began and the grade they felt they were receiving after getting assistance, the increase was a significant .76 of a grade point. Students raised their average grade from a “C” to a “B” using tutorial services. They also felt their final grade would be even higher as they understood more of the course content material and concepts. (data provided later in report)
- The only graded courses offered by the Tutorial and Learning Center are the tutor training courses (Tutoring Skills 020, 107, and 111). These courses are offered on a Credit/No-Credit basis and have a 98% student success rate and 100% retention rate.
- Students rating their computer level as “beginner” declined approximately 50% during most semesters and there was an approximate 20% increase in students rating themselves as ‘experts’ in their computer skills. It is even more impressive that 86% of the students felt that they had become more successful because of the assistance and the skills they have gained in the Student Computer Center. (data provided later in report)

2. What are your analyses of the causes or reasons for those trends?

- As noted in the Basic Skills as a Foundation for Student Success in California Community Colleges (March 2007), research suggests that learners positively benefit from exposure to academic support when academic support services are centralized, tutoring is available and accessible to students' needs, tutors receive formal training, and the support center provides diverse and active learning experiences. The Golden West College Student Success Center actively engages in all of the above.
- Based on the student evaluation data, the Tutorial and Learning Center continues to provide quality services in the eyes of the GWC students. Tutors and staff are given high marks for the services provided.
- These programs have been able to develop and implement creative ideas to ultimately expand the services and meet the growing academic needs of students and the community.
- The Student Computer Center evaluation data shows the positive impact the program has on the students at Golden West College. Increasing the students' computer skill level has a direct impact on the success of students in their courses.

3. What does your program do well?

Tutorial and Learning Center

- The Tutorial and Learning Center faculty and staff are committed to providing quality academic support to the students to assist them in reaching their academic goals and encouraging lifelong learning.
- The program is unique in the variety of tutorial format options provided to students. While most colleges offer individual appointments, group tutorials, drop-in (walk-in) tutoring, **or** online assistance, this program has been able to offer and balance all these formats to provide the diverse student population with flexibility while meeting their needs.
- A volunteer Conversation Lab has been very successful in enrollment and on the evaluations. Established through Basic Skills funds, this program is run through volunteers at no cost to the campus. The purpose is to assist students with English oral communications and has provided a strong connection between the departments of ESL and Tutorial and Learning Center.
- Based on the Conversation Lab model, a Spanish Lab and Sign Language Lab were established in Spring 2010. These two labs are also run through volunteers at no cost to the campus.
- The Tutorial and Learning Center provides one of the largest on-campus employment opportunities to Golden West College students.
- The program provides knowledgeable, caring, and professional tutors to assist students in both content areas and learning skills techniques.
- This program has been able to develop and implement creative ideas to ultimately expand the

services and meet the growing academic needs of students and the community. This has led to an 20% increase in the number of tutoring requests since the 2009-2010 period, while at the same time using various tutoring formats and volunteers to keep the cost as low as possible.

- The Tutorial and Learning Center continues to receive high scores on their evaluations and students are reporting better understanding of concepts, higher student success rates, better retention, and an improvement of grades.
- Faculty, program counselors, and staff regularly encourage students to use the services provided by the Tutorial & Learning Center. Each semester, faculty recommends their “best and brightest” students to be employed as tutors. All students employed by the program have to be recommended by the instructor of the course they want to tutor. This unique characteristic of the program creates a high quality program that is supported by faculty, staff, and administrators.
- Evaluations of the program have reported that the academic support provided have kept a large number of the students from dropping their classes. While this assists Golden West College in meeting its goals of helping students be academically successful, it also has an enormous impact on the financial picture of other departments by keeping students enrolled in classes and increasing the overall FTES. During the 2010-2013 period, 42% of the students are now reporting they would have dropped their class without tutoring being available. This is almost exactly the percentage reported in the last program review.
- Tutors are trained following the College Reading and Learning Association (CRLA) guidelines.

Student Computer Center

- The Student Computer Center is committed to providing quality computer support to assist in the academic success of Golden West College students.
- The program provides experienced, considerate, and skilled employees to assist students and provide personalized instruction and materials dealing with computer resources, new technology and software.
- The program continually meets the needs of students with the addition of new technology resources.
- The fall 2011 the Student Success Center relocated to the new Learning Resources Center (LRC). The Student Success Center now includes the Tutorial and Learning Center, the Student Computer Center, and the Writing and Reading Center. The Mathematics Tutoring Center and the International Conversation Labs had previously merged with the Tutorial and Learning Center. Students can find a variety of services in one location forming a “one stop” shop and check-in for the services were centralized and streamlined.

4. What are the challenges to your program.

Within your program’s control

- Adjustments to move and new configuration in the Learning Resource Center (LRC) Building.
- A change in personnel such as the previous Student Computer Center Coordinator was moved to head the Staff Development Department.

- Adjustments to new personnel being moved into the Student Success Center.
- Bringing together the variety of policies of the programs presently in the new Learning Resource Center Building.
- Modifying and/or establishing new programs/services to meet the changing needs of the Golden West College students and the surrounding community. New programs such as the Supplemental Instruction Aides (SIA) to assist students in large classes were established in spring 2013.
- Maintaining quality service with the lack of ability to plan because of unreliable budgetary allocations.
- Keeping communication lines open with other programs that work in close proximity.
- Upholding the same expectations within the three departments presently located in the Student Success Center.

Beyond your program's control

- The plan was for all computers to be replaced on a regular basis (every 2 years) to provide Golden West College with the most up-to-date technological advances. Budget problems in 2008-13 have caused a delay in the computer replacement schedule.
- Adequate funding to provide quality academic support programs.
- Needing a sign-in system and scheduling program that supports the reporting needs of all programs in the Student Success Center.
- Lack of available funding sources for an expansion of the online tutoring program.
- Budget reductions which make it difficult to maintain adequate staffing.
- Increasing the purchase of software licenses to include the Student Success Center to enhance the access/availability for all Golden West College students.

5. What are the opportunities for your program

Tutorial and Learning Center

- Continue to interact and collaborate with other academic support programs.
- Revise policies and increase the use of the online tutoring format. We currently have online tutoring but we would like to expand the successful program. Having the online tutoring course specific (instead of tutoring for the department) has been very beneficial to our students and the use of this program continues to increase.
- Continue to find new and creative ways to increase student access to academic support.
- Using software such as GoPrint to improve efficiency and cut down on waste.

- Increase the purchase of software licenses to include the Student Success Center to enhance the access/availability for all Golden West College students.
- Continue to maintain quality services with the most up-to-date technology on an annual basis.
- Modify and/or establish new programs/services to meet the changing needs of the Golden West College students and the surrounding community.
- Explore new services/formats to increase the use of the Student Success Center.
 - “How to” workshops
 - Learning Skills workshops
 - Subject Specific workshops (i.e. Math)

6. Identified areas in need of improvement

- While the goal is to replace computers every two years, budget reductions have caused a delay in the computer replacement schedule. This has resulted in computers breaking down and not being able to handle new software.
- More collaboration is needed among the departments to make sure students receive the services needed.
- Need for part-time faculty to cover hours coordinator is not scheduled so that apportionment can be claimed and further medical bills will be avoided for coordinator.

DATA RELATED TO ACCESS AND ENROLLMENT GOAL**TUTORIAL AND LEARNING CENTER****Number of Students Enrolled per Academic year in Learning 921**
(Tutorial and Learning Center)

02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
852*	1,120	1,280	1,052	2,147	2,085	2,399	2,290	2,349	2,091

Tutoring Requests Per Semester and Session

	Winter	Spring	Summer	Fall
2002	0 (Not open)	724	101	566*
2003	0 (Not open)	521*	0 (Not open)	750
2004	0 (Not open)	847	126	1071
2005	58	737	73	788
2006	40	776	74	917
2007	63	1385	152	1310
2008	66	1328	171	1331
2009	31	1380	130	1375
2010	0 (Not open)	1477	63	1659
2011	0 (Not open)	1667	149	1811
2012	0 (Not open)	1662	40	1668
2013	0 (Not open)	1417 (As of 4/29/13)	-	-

* Hours reduced to 25 hours per week from a high of 44 hours in Spring 2002

STUDENT COMPUTER CENTER

Number of Students Enrolled per Academic year in Learning 922 (Student Computer Center)

02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
1,420	1,595	1,376	1,056	1,148	1,001	1,082	1,164	1,192	1,831

Number of Students Enrolled per Session/Semester in Learning 922

	Winter	Spring	Summer	Fall
2001	85	604	253	638
2002	106	662	256	636
2003	103	642	141*	715
2004	91	739	194	645**
2005	102	564	168	485
2006	62	457	148	454
2007	50	496	120	455
2008	41	385	110	442
2009	0 (No Intersession)	450	114	518
2010	0 (No Intersession)	566	80	596
2011	0 (No Intersession)	522	74	871***
2012	0 (No Intersession)	864	96	860
2013	0 (No Intersession)	817 (As of 4/29/13)	-	-

*Moved to temporary location while lab is remodeled

**Library begins to offer computer services to students for free, (10 cents a print-out)

*** Move to new Learning Resource Center Building

DATA RELATED TO STUDENT SUCCESS GOAL

TUTORIAL AND LEARNING CENTER

During the 2010-2013 academic years, the Tutorial and Learning Center used evaluation results to improve their services. The following are summaries of the results for a couple of the questions:

	YES	NO	Total count
Would you refer your friends to the Tutorial and Learning Center?	99%	1%	1082

Rate your tutor on the following:	EXCELLENT	GOOD	FAIR	POOR	Total count
Punctuality (Individual Appointments only)	73%	25%	2%	<1%	582
Professionalism	88%	11%	1%	0%	1082
Patience	91%	8%	1%	<1%	1082

Preparedness	86%	13%	<1%	<1%	1081
Knowledgeable	88%	11%	<1%	0%	1082
Ability to answer your questions	88%	11%	2%	0%	1082

Rate your staff on the following:	EXCELLENT	GOOD	FAIR	POOR	Total count
Friendliness	77%	20%	3%	0%	1066
Ability to answer questions	81%	18%	2%	<1%	1066

	YES	NO	Total count
Without tutoring would you have dropped the class? (Individual Appointments Only)	42%	58%	1078

Ind. Appt. & Group Tutoring	AVERAGE GRADE (Self-Reporting)
Grade BEFORE Tutoring	1.99
Grade at Evaluation Time (10 th to 14 th week)	2.75
Grade expected at End of Semester	3.26

	IMPROVED	STAYED THE SAME	DROPPED	Total count
As a result of tutoring your grade or achievement level?	81%	18%	1%	1073

DATA RELATED TO STUDENT SUCCESS GOAL

STUDENT COMPUTER CENTER

During the 2010-2013 academic years, the Student Computer Center used evaluation results to improve their services. The following are summaries of the results for a couple of the questions:

Spring 2010 – Please indicate your computer skills

	Beginner	Below Average	Average	Above Average	Expert
On Your First Visit	11 %	7%	47%	29%	8%
11 th Week Evaluation	5%	3%	38%	45%	10%

Spring 2011 – Please indicate your computer skills

	Beginner	Below	Average	Above	Expert
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		Average		Average	
On Your First Visit	6%	11%	53%	28%	11%
11 th Week Evaluation	5%	6%	42%	45%	8%

Fall 2011 – Please indicate your computer skills

	Beginner	Below Average	Average	Above Average	Expert
On Your First Visit	9%	8%	49%	32%	7%
11 th Week Evaluation	4%	3%	42%	45%	9%

Spring 2012 – Please indicate your computer skills

	Beginner	Below Average	Average	Above Average	Expert
On Your First Visit	13 %	8%	48%	25%	7%
11 th Week Evaluation	6%	9%	41%	41%	8%

Fall 2012 – Please indicate your computer skills

	Beginner	Below Average	Average	Above Average	Expert
On Your First Visit	9%	7%	53%	30%	6%
11 th Week Evaluation	4%	5%	37%	48%	9%

Do you think you are a more successful student since you started using the computer center?

Semester	Yes	No
Spring 2010	86%	14%
Spring 2011	88%	13%
Fall 2011	89%	12%
Spring 2012	86%	14%
Fall 2012	86%	14%

Program-Level Student Learning Outcomes (pSLOs) Assessed During 2010-12**Program**

Name: Student Computer Center **Semester:** **Fall** **Spring** **Year:** 2011-2012
Program Type: **Transfer Major** : **Winter** **Summer**
 Certificate of Achievement
 Basic Skills Sequence
 Area of Emphasis
 Gen Ed Area

Which Institutional SLO does this address?

iSLO #8 - Demonstrate life-long learning strategies that are based on on-going self-assessment, education, and acceptance of personal responsibility.

Step 1	Define the Expected Program Student Learning Outcome (pSLO).	The successful student will be able to differentiate learning skills for application to their educational goals.
Step 2	What method did you use to assess the SLO?	Surveys of students in week 9 to 12 will be conducted through Survey Monkey. These will be linked on the computer as the student logs in. Question #7 asks if the student felt their “computer skills improved since the beginning of the semester?”
Step 3	Describe the results of your assessment.	In fall 2011, 205 students took this survey, 5 skipped this question. Of the respondents – 139 (67.8%) said yes and 68 (33.2%) said no. In spring 2012, 92 students took this survey, 3 skipped this question. Of the respondents – 62 (67.4%) said yes and 33 (35.9%) said no.
Step 4	Describe your analysis of the data.	The majority are happy with the services and access to computers, printers and copiers. They see themselves progressing adequately. The current technology available and the support through the student computer center help them to be a successful student at GWC.
Step 5	What planning and changes will or have occurred, as a result of assessment and analysis of data, to improve student learning?	The next cycle will look at question #13 on the survey. This question examines specific uses to query the needs of the students who utilize the lab. This will be used for future improvements (technology, staffing, etc.) requested through program review.
Name/Title of Person Completing this		
Gregg Carr		Date: 12-2011

Program-Level Student Learning Outcomes (pSLOs) Assessed During 2010-12**Program**

Name: Tutoring **Semester:** **Fall** **Spring**
Program Type: **Transfer Major** : **Winter**
 Certificate of Achievement **Summer** **Year**
 Basic Skills Sequence **2011**
 Area of Emphasis
 Gen Ed Area

Which Institutional SLO does this address?

iSLO #8 - Demonstrate life-long learning strategies that are based on on-going self-assessment, education, and acceptance of personal responsibility.

Step 1	Define the Expected Program Student Learning Outcome (pSLO).	The successful student will be able to differentiate learning skills for application to their educational goals.				
Step 2	What method did you use to assess the SLO?	Surveys of students served in the Tutorial Center that utilized individual, group and/or drop-in tutoring were administered from week nine to twelve of the semester. For this pSLO assessment a question on the survey focused on a student's achievement (grade) and improvement or lack thereof since utilizing the program.				
Step 3	Describe the results of your assessment.	On individual and group questionnaires (193 responders), of those surveyed (86.9% or 166) felt they improved, (12% or 23) felt their grade stayed the same, (1% or 2) felt their grade declined and (none) had no response.				
Step 4	Describe your analysis of the data.	In general the Tutorial Center is successful in meeting the needs of students. There are a few of the responders that declined in their grades which is a concern. Looking at the way the questions/answers are formatted is probably causing some the outlier effects. The thought is they are not really reading the questions.				
Step 5	What planning and changes will or have occurred, as a result of assessment and analysis of data, to improve student learning?	For fall 2012, the program assessment will focus on questions 7, 8 and 9 of the survey which might be more representative of learning and grade improvement. Question #7 asks about a student's grade before tutoring and #8 about their grade now – after tutoring. The analysis will look for an average grade improvement and further assessment of student learning in the tutorial center.				
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Program-Level Student Learning Outcomes (pSLOs) Assessed During 2010-12**Program**

Name: Tutoring **Semester** Fall Spring **Year**
Program Type: Transfer Major : Winter Summer 2012
 Certificate of Achievement
 Basic Skills Sequence
 Area of Emphasis
 Gen Ed Area

Which Institutional SLO does this address?

iSLO #8 - Demonstrate life-long learning strategies that are based on on-going self-assessment, education, and acceptance of personal responsibility.

Step 1	Define the Expected Program Student Learning Outcome (pSLO).	The successful student will be able to differentiate learning skills for application to their educational goals.				
Step 2	What method did you use to assess the SLO?	Surveys of students served in the Tutorial Center that utilized individual, group and/or drop-in tutoring were administered from week nine to twelve of the semester. For this pSLO assessment a question on the survey focused on a student's achievement (grade) and improvement or lack thereof since utilizing the program.				
Step 3	Describe the results of your assessment.	On individual and group questionnaires (204 responders) of those surveyed (82.2% or 166) felt they improved, (15.8% or 32) felt their grade stayed the same, (2% or 4) felt their grade declined and (none) had no response.				
Step 4	Describe your analysis of the data.	In general the Tutorial Center is successful in meeting the needs of students. There are a few of the responders that declined in their grades are a concern. Looking at the way the questions/answers are formatted is probably causing some the outlier effects. The thought is they are not really reading the questions.				
Step 5	What planning and changes will or have occurred, as a result of assessment and analysis of data, to improve student learning?	For fall 2012, the program assessment will focus on questions 7, 8 and 9 of the survey which might be more representative of learning and grade improvement. Question #7 asks about a student's grade before tutoring and #8 about their grade now – after tutoring. The analysis will look for an average grade improvement and further assessment of student learning in the tutorial center.				
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Program-Level Student Learning Outcomes (pSLOs) Assessed During 2010-12**Program**

Name: Tutoring - classes **Semester** **Fall** **Spring** **Year**
Program Type: **Transfer Major** : **Winter** **Summer** 2012
 Certificate of Achievement
 Basic Skills Sequence
 Area of Emphasis
 Gen Ed Area

Which Institutional SLO does this address? iSLO #8 - Demonstrate life-long learning strategies that are based on on-going self-assessment, education, and acceptance of personal responsibility.

Step 1	Define the Expected Program Student Learning Outcome (pSLO).	iSLO #8 - Demonstrate life-long learning strategies that are based on on-going self-assessment, education, and acceptance of personal responsibility.
Step 2	What method did you use to assess the SLO?	For the 107 and 111 courses the assessment will be SLO #3 - The successful student will be able to distinguish the appropriate learning skill to explain and apply it to the students' educational goal. Students will be asked questions on a final exam.
Step 3	Describe the results of your assessment.	In the 107 (15 students) course the students were 100% successful. However, in the 111 (3 students) class the class only got a 67% accuracy rate.
Step 4	Describe your analysis of the data.	This analysis of this is complicated due to the small size of the classes. One student in the 111 class clearly did not understand the concepts and so brought down the average. However, overall the students grasped the learning associated with the SLO stated above.
Step 5	What planning and changes will or have occurred, as a result of assessment and analysis of data, to improve student learning?	None at this time.
Name/Title of Person Completing this		Gregg Carr
		Date: 3-2013

Program-Level Student Learning Outcomes (pSLOs) Assessed During 2010-12**Program**

Name: Tutoring **Semester:** **Fall** **Spring** **Year:** **2012**
Program Type: **Transfer Major** : **Winter** **Summer**
 Certificate of Achievement
 Basic Skills Sequence
 Area of Emphasis
 Gen Ed Area

Which Institutional SLO does this address?

iSLO #8 - Demonstrate life-long learning strategies that are based on on-going self-assessment, education, and acceptance of personal responsibility.

Step 1	Define the Expected Program Student Learning Outcome (pSLO).	The successful student will demonstrate life-long learning strategies that are based on on-going self-assessment, education, and acceptance of personal responsibility.
Step 2	What method did you use to assess the SLO?	Surveys of students served in the Tutorial Center that utilized individual, group and/or drop-in tutoring were administered from week nine to twelve of the semester. For this pSLO assessment a question on the survey focused on a student's achievement (grade) and improvement or lack thereof since utilizing the program. This program assessment will focus on questions 7, 8 and 9 of the survey. Question #7 asks about a student's grade before tutoring and #8 about their grade now – after tutoring. The analysis will look for an average grade improvement and further assessment of student learning in the tutorial center.
Step 3	Describe the results of your assessment.	On individual and group questionnaires (228 responders) of those surveyed, the students self-identified that they were achieving a 1.81 before tutoring, their grade at evaluation time was a 2.60 and final grade they expected at the end of the semester is a 3.24.
Step 4	Describe your analysis of the data.	In general the Tutorial Center is successful in meeting the needs of students. The students are self-identifying an improvement in their grades, which is a goal of both the center and the SLO listed above.
Step 5	What planning and changes will or have occurred, as a result of assessment and analysis of data, to improve student learning?	The Tutoring Center will focus on possibly re-doing the survey instrument, or utilizing the inclusion of other sources of data to evaluate the SLO. Overall no changes are needed at this point.
Name/Title of Person Completing this	Gregg Carr	Date: 3-2013

Program-Level Student Learning Outcomes (pSLOs) Assessed During 2010-12**Program**

Name: Tutoring _____ **Semester** Fall Spring **Year**
Program Type: Transfer Major : Winter Summer 2012
 Certificate of Achievement
 Basic Skills Sequence
 Area of Emphasis
 Gen Ed Area

Which Institutional SLO does this address?

iSLO #8 - Demonstrate life-long learning strategies that are based on on-going self-assessment, education, and acceptance of personal responsibility.

Step 1	Define the Expected Program Student Learning Outcome (pSLO).	The successful student will be able to differentiate learning skills for application to their educational goals.
Step 2	What method did you use to assess the SLO?	Surveys of students served in the Tutorial Center that utilized individual, group and/or drop-in tutoring were administered from week nine to twelve of the semester. For this pSLO assessment a question on the survey focused on a student's achievement (grade) and improvement or lack thereof since utilizing the program.
Step 3	Describe the results of your assessment.	On individual and group questionnaires (204 responders) of those surveyed (82.2% or 166) felt they improved, (15.8% or 32) felt their grade stayed the same, (2% or 4) felt their grade declined and (none) had no response.
Step 4	Describe your analysis of the data.	In general the Tutorial Center is successful in meeting the needs of students. There are a few of the responders that declined in their grades which is a concern. Looking at the way the questions/answers are formatted is probably causing some the outlier effects. The thought is they are not really reading the questions.
Step 5	What planning and changes will or have occurred, as a result of assessment and analysis of data, to improve student learning?	For fall 2012, the program assessment will focus on questions 7, 8 and 9 of the survey which might be more representative of learning and grade improvement. Question #7 asks about a student's grade before tutoring and #8 about their grade now – after tutoring. The analysis will look for an average grade improvement and further assessment of student learning in the tutorial center.
Name/Title of Person Completing this	Gregg Carr	Date: 12-2011

Program-Level Student Learning Outcomes for 2012-14

(List the 3-5 most important expected student learning outcomes to be assessed over the next two years.
Complete a separate page for each major and/or certificate you did not complete the assessment for the last 2 years.

Program Name: Tutoring Semester to be Assessed: Fall Spring Winter Summer Year: 2013
 Program Type: Transfer Major Certificate of Achievement Basic Skills Sequence Area of Emphasis Gen Ed Area

Step 1	Define the Expected Program Student Learning Outcome (pSLO).	The successful student will be able to differentiate learning skills for application to their educational goals.
Step 2	What method did you plan to use to assess the SLO?	Tutoring classes will complete a final exam, where questions will focus on learning skills and their applications in tutoring sessions.
Step 3	When is the assessment going to be done and who is going to conduct it?	A final exam will be given to all students during the last week of the tutoring classes.

Program Name: Tutoring Semester to be Assessed: Fall Spring Winter Summer Year: 2014
 Program Type: Transfer Major Certificate of Achievement Basic Skills Sequence Area of Emphasis Gen Ed Area

Step 1	Define the Expected Program Student Learning Outcome (pSLO).	The successful student will be able to differentiate learning skills for application to their educational goals.
Step 2	What method did you plan to use to assess the SLO?	Tutoring classes will complete a final exam, where questions will focus on learning skills and their applications in tutoring sessions.
Step 3	When is the assessment going to be done and who is going to conduct it?	A final exam will be given to all students during the last week of the tutoring classes.

Program Name: Student Computer Center Semester to be Assessed: Fall Spring Winter Summer Year: 2013
 Program Type: Transfer Major Certificate of Achievement Basic Skills Sequence Area of Emphasis Gen Ed Area

Step 1	Define the Expected Program Student Learning Outcome (pSLO).	The successful student will be able to differentiate learning skills for application to their educational goals.
Step 2	What method did you plan to use to assess the SLO?	Students enrolled in the computer lab will be given a survey with questions focused on their use of the computers and improvement based on experiences.
Step 3	When is the assessment going to be done and who is going to conduct it?	The survey will be sent via Survey Monkey during the 11 th week of the semester to all students enrolled in the Student Computer Center.

Program Name: Student Computer Center Semester to be Assessed: Fall Spring Winter Summer Year: 2014
 Program Type: Transfer Major Certificate of Achievement Basic Skills Sequence Area of Emphasis Gen Ed Area

Step 1	Define the Expected Program Student Learning Outcome (pSLO).	The successful student will be able to differentiate learning skills for application to their educational goals.
Step 2	What method did you plan to use to assess the SLO?	Students enrolled in the computer lab will be given a survey with questions focused on their use of the computers and improvement based on experiences.
Step 3	When is the assessment going to be done and who is going to conduct it?	The survey will be sent via Survey Monkey during the 11 th week of the semester to all students enrolled in the Student Computer Center.

Resource Planning

Staffing What staff changes or additional employees does your program need to function adequately?

Faculty:

Management:

Classified:

- Learning Resources Division Coordinator – position has been vacant for 8 months.

Hourly:

- This funding request is for student assistant and hourly salaries and benefits for the Tutorial and Learning Center. This will provide funding for both student assistant and hourly tutors. The Tutorial and Learning Center gets approximately 1,800 tutoring requests per semester plus another 100 for the summer session and this request will go toward meeting the growing demand of the program. Presently, there are no permanent budget funds for student assistant tutors and only \$15,041 for hourly tutors. The purpose of this request is to lead to a necessary permanent budget allocation for the staffing of the Tutorial and Learning Center at a level to meet the growing needs of Golden West College students.

Considering your current employees, what staff development/training does your program need?

Note: Complete all faculty request forms in separate files and submit with your program review report as an attachment.

Technology What improvements, changes or additions in equipment dedicated to your program are needed to function adequately?

Equipment or Software (e.g., computers, AV, lab equipment):

- While the goal is to replace computers every two years, budget reductions have cause a delay in the computer replacement schedule. This has caused computers to break down and not be able to handle new software. The college needs to research and re-establish the regular computer replacement schedule. A computer funding request for the whole Student Success Center (1st floor LRC) will be included in the attachments.
- Department Printers and Copiers are needed for the Student Success Center (1st floor LRC)
- Portable keyboards to allow music students to be tutored in the Tutorial and Learning Center.

Technical Infrastructure (e.g., AV or computer infrastructure, cabling):

Facilities What improvements or changes to the facilities would you need to function adequately?

Physical Concerns (e.g. electrical, gas, water, foundation, space, ventilation).

Health, Safety and Security (e.g.

Other What changes or other additions need to be made to your program to function adequately?

IUA and Dean Review

Complete this section after reviewing all program review information provided. IUA and Dean are to separately indicate the level of concern for the program that exists regarding the following Program Vitality Review (PVR) criteria. Add comments for any item marked with a 1 or 2. Identify whether the comment is made by the IUA or the Dean.

(Scale: 0 – No concern at all, 1 – Some concern, 2 – Serious Concern)

IUA/Dean

- (0) (0) a. Significant declines in enrollment and/or FTES over multiple years
- (0) (0) b. Significant change in facility and/or availability and cost of required or necessary equipment
- (0) (0) c. Scarcity of qualified faculty
- (0) (0) d. Incongruence of program with college mission and goals, state mandates, etc
- (0) (0) e. Significant decline in labor market
- (0) (0) f. Continued inability to make load for full-time faculty in the program
- (0) (0) g. An over-saturation of similar programs in the district and/or region
- () () h. Other _____

Program Review Check-list

- () Department Contact Information is up to date: Department Chairs, full-time faculty, classified
- () Organization Chart: Verify that it is up to date: (q:\college information\org charts) Report necessary changes to the Director of Personnel
- () Both the Dean and IUA has completed the Dean and IUA Review section.

Signatures, Individual Comments

Department Chair: Gregg M. Carr Date: 4/30/13
Comments:

Division Dean: Jorge Ascencio Date: 4/30/13
Comments:

(x) No further review necessary

() We recommend this program for Program Vitality Review

I have read the preceding report and accept the conclusions as an accurate portrayal of the current status of the program. Signatures are on file in the division office. Type the names of the faculty.

(x) Gregg Carr

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I have read the preceding report and wish to add signed comments to the appendices.
Signatures are on file in the division office.

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Appendices

- A. Data Sets
- B. Signed Comments
- C. Classified Position Requests
- D. Faculty Position Requests
- E. General Fund One-Time Funds Requests
- F. Curriculum Inventory
- G. SLO Inventory