

Peralta Community College District

Berkeley City College
College of Alameda
Laney College
Merritt College



Non-Instructional Department, Program, or Administrative Unit Program Review Handbook

Fall 2016

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Purpose and Goals

The information gathered during the program review process provides the basis for informed decision making in the Peralta Community College District. Program Review is a systematic process for the collection, analysis, and interpretation of data concerning a program or department. It provides the department, program or administrative unit accountability by collecting, analyzing and disseminating information that will inform integrated planning, resource allocation, and decision-making processes.

The primary goals are to:

- Ensure quality and excellence of academic and student support programs and administrative units.
- Provide a standardized methodology for review of units.
- Provide a mechanism for demonstrating continuous quality improvement, producing a foundation for action.
- Identify effective and exemplary practices.
- Strengthen planning and decision-making based upon current data.
- Identify resource needs.
- Develop recommendations and strategies concerning future directions and provide evidence supporting plans for the future, within the program or unit, at the college and at the District level.
- Inform integrated planning at all levels within the College and the District.
- Ensure that services reflect student needs, encourage student success, and foster improved teaching and learning.
- Provide a baseline document for demonstration of continuous improvement and use as a reference for future annual program updates.

Components in the Process

The Non-Instructional Department, Program or Administrative Unit Program Review process, which occurs every three years, consists of answering a set of questions designed to aid in the examination of support and administrative services. These questions direct attention to assessment results, support services, administrative functions, and resource areas related to student success in order to develop a plan that will improve the quality of support and administrative services.

The primary components in the Non-Instructional Department, Program or Administrative Unit Program Review process include:

- The Non-Instructional department, support or administrative service Program Review Team
 - Completion of a Non-Instructional Department, Program or Administrative Unit Program Review Narrative Report every three years
 - Validation of the Non-Instructional Department, Program or Administrative Program Review Report
 - Completion of three reporting templates (found in the appendix). They are:
 - The *Program Review Resource Requests Template* in which to summarize key resource needs.
 - The *Integrated Goal Setting Template* in which to set goals, objectives and action plans based upon the Program Review findings in alignment with PCCD Strategic Goals and Institutional Objectives.
 - The *Validation Process Form* in which to document the validity of the program review.
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- Annual Program Updates (APUs), which review progress in meeting goals identified in the Non-Instructional Program Review, are completed in the alternate years within the comprehensive Program Review three year- cycle.
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Thus, the recommendations and priorities from the Non-Instructional Department, Program or Administrative Unit Program Review feed directly into the development of departmental and/or unit plans. In turn, the departmental and/or unit plans serve as the driving mechanisms in formulation of updated educational, budget, technology and facilities plans.

The Non-Instructional Department, Program or Administrative Program Review Team

The Non-Instructional Program Department, Program or Administrative Unit Review Team at the College is comprised of the following members:

- Department, program or administrative unit Manager.
- Two additional staff members within the department, program or administrative unit.
- All staff within a department, program or administrative unit are encouraged to participate in the Non-Instructional Department, Program or Administrative Program Review process, although participation is not mandatory.
- A college body, such as a validation committee or institutional effectiveness committee, comprised of staff outside of the department, program or administrative unit.

The Non-Instructional Department, Program or Administrative Unit Program Review Team will analyze the Program Level Outcomes and/or Service Area Outcomes assessment results and other information (student demographic data, needs assessments, student engagement surveys, student satisfaction surveys, etc.) and complete the Non-Instructional Department, Program or Administrative Unit Program Review Narrative Report.

Validation: A *designated college body*, such as a validation committee or institutional effectiveness committee, will review the Non-Instructional Department, Program or Administrative Unit Program Review Narrative Report to ensure completeness of the narrative report, the resource needs template, and the goal setting template.

The validation committee will complete the validation form, including signatures, included in Appendix C and make recommendations to the Vice President of Instruction, Vice President of Student Services and College President.

Non-Instructional Department, Program or Administrative Unit Core Data Elements

Part I. District Office

The *District Office of Institutional Research* will provide the following data to the department or program by October 1st of each comprehensive program review year.

- Total enrollment data for the college (unduplicated) for the last three years disaggregated by age, gender, ethnicity and special populations (i.e.; foster youth, veterans, DSPS, etc.) for the last three years..
- Total number of students served in support and/or special programs disaggregated by age, gender, ethnicity, and special populations (i.e. foster youth, veterans, DSPS, etc.) for the past three years.
- Overall college retention rate disaggregated by age, gender, ethnicity, and special populations (i.e. foster youth, veterans, DSPS, etc.) for the last three years.
- Support and/or special program retention rates for the last three years, if applicable
- Overall college completion retention rate disaggregated by age, gender, ethnicity, and special populations (i.e. foster youth, veterans, DSPS, etc.) for the last three years.
- Support and/or special program completion rates for the last three years, if applicable
- Department, Program or Administrative Unit staff demographics: Full-time/part-time, by category of employment, disaggregated by age, gender, ethnicity

Part II. College

The *Office of Instruction and the Vice President of Instruction* at the College will provide the following to the Non-Instructional department, program or unit manager.

- A copy of the PCCD Strategic Goals and Institutional Objectives for the current academic year.
- A copy of the College Goals and Objectives for the current academic year.
- Student satisfaction/engagement survey results (CSSE, Noel-Levitz, etc.), if applicable.
- Administrative unit and/or campus surveys, if applicable.

Definitions

Administrative Unit: An administrative unit is responsible for providing specific services throughout the college and/or provides services necessary to support the overall operation of the college.

Administrative Unit Outcome (AUO): a statement that describes the benefit that an administrative unit hopes to achieve that is a result of the work that the unit performs. Each AUO must be measurable with defined criteria.

Assessment: Measurement of a service area outcome. Self-assessment and evaluation surveys can provide the data. Collecting and analyzing the evidence leads to improvement of the unit's effectiveness.

Department/Program: An individual area of service within the college.

FTEF (Full Time Equivalent Faculty): Also known as load equivalency. A full-time instructor teaching 15 lecture hours per week for one semester = 1.0 FTEF. One lecture hour = 50 minute instructional period. One lab hour = .8 of one lecture hour equivalent. This is a semester, or term, measure.

FTES (Full Time Equivalent Student): This measure is used as the basis for computation of state support for California Community Colleges. For example, one student attending 15 hours a week for 35 weeks (one academic year) generates 1 FTES.

Retention: After the first census, the percent of students earning any grade but a "W" in a course, series of courses, or program.

Service Area Outcome (SAO): a statement that describes the benefit that a department or support service unit hopes to achieve that is a result of the work that the unit performs. Each SAO must be measurable with defined criteria.

SSSP: Student Support Services Program (formerly called matriculation). Services are required by the Seymour-Campbell Student Success Act of 2012. These services includes orientation, assessment and placement, educational planning, counseling, advising and follow-up services.

Student Success: Completion rates with a grade "C" or better. Completion rates can be at the course, program, degree or certificate level.

The Non-Instructional Department, Program or Administrative Unit Program Review Report

1. College: College of Alameda

Department, Program or Administrative Unit: Learning Resource Center

Date: 10/19/2016

**Members of the Department, Program or Administrative Unit Program Review Team:
Patricia Nelson, Anna O'Neal, Johanna Sargin, Amanda Price**

Members of the Validation Team:

2. Narrative Description:

Please provide a mission statement or a brief general statement of the primary goals and objectives of your department, program or administrative unit. Include the essential functions of your department, program or administrative unit, any unique characteristics or trends affecting the department, program or administrative unit, as well as a description of how the department, program or administrative unit aligns with the college mission statement.

The overarching mission of the Learning Resource Center is to create and maintain a collaborative learning community environment (1) to provide centralized access to programs and services that are designed to assist students in succeeding in their academic endeavors, including the development of learning skills and attitudes for effective performance in the college environments as well as the enhancement of thinking abilities and knowledge base, and (2) to provide instructional support to faculty in the classroom.

In furtherance of these goals, the Learning Resource Center will maintain an effective, comprehensive and integrated array of programs and services providing individual needs assessment, individual and small-group peering tutoring, personalized computer-assisted tutoring, and computer-assisted supervised tutoring arrangements linked to specific courses.

To this end, the specific functions of the Learning Resource Center are to:

1. Maintain a well-organized, efficient and accountable Learning Resource Center to house programs and services to support student learning.
2. Provide personalized assessment and placement services designed to accurately discover and serve the needs of individual students.
3. Provide individual and small-group tutoring for all students who need assistance in order to succeed in their academic classes.
4. Provide tutoring modalities specifically designed to address the needs of the under-prepared and at-risk student.
5. Provide computer-assisted learning support in the Writing Center, Basic Skills Lab and ESL Lab that addresses the specialized needs of the student populations served by each of those labs.

6. Include in all LRC activities the component of fostering and promoting good study skills and interpersonal relations skills.
7. Assist instructors in developing and delivering computer-assisted classroom activities to support and supplement lecture classes.
8. Provide free access to, and assistance in accessing, the world of the Internet and World Wide Web as well as the benefits of other technological advances to students who do not have such access available to them at home.
9. Integrate learning support programs and services with all areas and efforts within the college community.

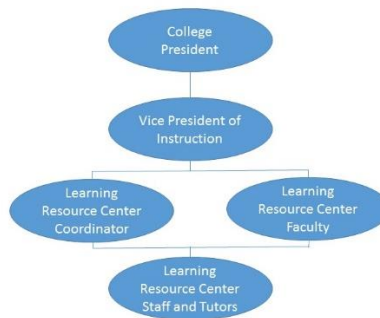
Unique features of the LRC are:

- Online tutor training course and bi-annual professional tutors' retreat
- Free online tutoring through Upswing
- Our presence in the Science Annex
- Scheduled workshops and on-going study groups
- Study groups and workshops for specific basic skills class sections
- LRC, Moodle, LRC/Library orientations for ESL and other interested instructional areas

The Learning Resource Center (LRC) aligns with the College of Alameda mission statement by likewise serving the needs of our diverse students through flexible programs and services.

3. Organizational Chart :

Please insert an organizational chart showing where the department, program or administrative unit is located within the college organizational structure.



Please discuss the relationship and engagement with other support services, programs, and/or administrative units and any influences these relationships have on the ability of the department, program or administrative unit to meet its goals.

Equity: ESL workshops, LRC orientation and class study groups

Counseling: Orientation (Fab Friday), scavenger hunt destination, transfer orientation, transfer statement workshop, Early Alert service provider

English: Subject and course-specific workshops

Math: Subject and course-specific workshops, study groups

Alameda Promise: Committee planning member

Science Annex: provide on-site tutors and workshops (physics, chemistry, and anatomy)

CALWorks: service provider

Athletics: Math and English study groups

MESA: Provide tutors

Please describe how external factors (if applicable) , such as State and Federal laws, advisory board recommendations, changing demographics, etc. have on the support services your department, program or administrative unit provides.

N/A

4. Student Demographic Data:

For Departments and Programs, please enter the following demographic data for the past three years.

Department or Program Name:	Year 1	Year 2	Year 3	% Change (year 1 to year 3)
Learning Resource Center	13-14	14-15	15-16	
Total Students Served (Headcount)	3113	2754	2569	-17.5
Gender: Male	1285	1195	1114	-13.3
Gender: Female	1712	1516	1431	-16.4
Gender: Unreported	116	43	24	-79.3
Age: ≤ 19 years	159	172	165	+3.6
Age: 20 -24 19-24	1552	1395	1290	-16.9
Age: 25 - 29	430	384	389	-9.5
Age: 30 – 39 30-34	260	205	206	-20.8
Age: 40 – 49 35-54	553	461	389	-29.7
Age: ≥50 55	156	137	130	-16.7
Ethnicity: African-American/Black	968	773	664	-31.4
Ethnicity: Asian/Pacific Islander	818	855	879	+6.9
Ethnicity: Hispanic/Latina/Latino	635	564	490	-22.8
Ethnicity: Native American	6	6	8	+25
Ethnicity: Other Non-White Two or More	156	117	113	-27.6
Ethnicity: White	341	287	285	-16.4
Ethnicity: Unreported	189	152	134	-29.1
Special Populations: current or former Foster youth	Data not disaggregated to this level in BI tool			
Special Populations: Veterans				
Special Populations: students with disabilities				

- Using the data entered for your department, program or administrative unit above, briefly explain the changes in students served for the past three years.

There is not enough detailed data available to adequately respond to this, but essentially, campus enrollment went down, so use of services decreased.

We do not have data disaggregated by LRNRE 501 section, so the table includes all LRNRE courses. The great majority of students served through LRNRE actually *are* in the two LRC 501 sections, however the data is still unreliable as it includes students served in the Accounting Tutoring Center, and students in DSPS and other LRNRE courses.

Furthermore, age and race categories as written in the template do not accurately reflect data presented in the BI tool. Changes to category names are highlighted in the table.

Additionally, BI Tool data reflects enrollment at census; LRC LRNRE 501 data is pulled from Passport at end-of-term (data used in next table) or from the SARS system.

	Year 1	Year 2	Year 3	% Change (year 1 to year 3)
Total Students Served (Headcount): LRNRE501	2673	2308	2207	-17.4
Total Enrollment (COA)	13313	13045	13380	+0.5

The two sections per term, per academic year of LRNRE 501 attached to the LRC show that the total students served was down 17.4 percent, within keeping with the total of all LRNRE courses (17.5%). However, this is not in keeping with the greater college enrollment trend, which was *up* by one half of one percent. LRNRE SLO Assessment data shows that early outreach efforts are effective (exceeded goal in year 2), which would seem to imply that changes in headcount for the LRC should fairly closely mirror enrollment for the college. One unknown factor is how much of the increased college-wide enrolment is in CTE courses (Aviation, Bay Ship and Yacht) or special programs (Alameda Promise, Open Gate, Brotherhood) that do not use LRC services, either because they are not applicable, the program is off-site, or the program has its own tutors.

Age distribution (including percentage changes), tracks normal expectations. Increased use of services by students under 19 is most likely related to ASTI enrollment, as the numbers in this population also fluctuate by term, which matches their enrollment in COA courses (particularly English). The significant downward trend in services sought by students 30-34 and 35-54 may be related to economic factors such as increasing job markets and decreasing unemployment rates.

Without matching demographic data for the college as a whole, it is difficult to address the decline in LRC use (above an expected 17%) by African-American/Black, Hispanic/Latina/Latino, Unreported, and students of two or more ethnicities. While the increase in Native American LRNRE enrollment looks good, an increase from 6 to 8 students is not significant.

5. Assessment:

Please answer the following questions and attach the TaskStream “At a Glance” report, if applicable, for your department, program or administrative unit.

Questions:

- How does your department, program or administrative unit ensure that students are aware of the program level outcomes and/or service area outcomes for your area? Where are the program level outcomes and/or service area outcomes published? If they are on a website, please include a live link to the page where they can be found.

The Learning Resource Center (LRC) has the student learning outcomes (SLOs) published on the College of Alameda, LRC website: <http://alameda.peralta.edu/learning-resource-center/>. Also, the SLOs are displayed in every learning lab: the Writing Center/Language Lab, Math Lab, and Open Lab. These outcomes are:

1. Use LRC services consistently.
2. Demonstrate self-reliance by choosing appropriate resources.

3. Apply time management as a study skill.

By following these guidelines, students should become independent, make relevant decisions and manage their time efficiently. These skills can transfer to the educational goals and workforce

- Briefly describe at least two of the **most significant changes/improvements** your department, program or administrative unit made in the past three years as a response to analysis and discussion of program level outcomes and/or service area assessment results. Please state the program level outcome and/or service area outcome and assessment cycle (year) for each example and attach the data from the “Status Report” section of TaskStream for these findings.

Improvement 1.

Formalized and continued tutor visits to classes known to make significant use of LRC services prior to census. SLOs: Self Reliance and Time Management (2014-15 and 2015-16)

Improvement 2.

Added the student satisfaction/SLO survey to be able to capture more data related to SLO Assessment. SLO: Self Reliance (2015-16)

- Briefly describe two of the **most significant examples** of plans for program level and/or service area improvement for the next three years as result of what you learned during the assessment process. Please state the program level outcome and/or service area outcome and attach the data from the “Assessment Findings and Action Plan” section of TaskStream, if applicable, for each example.

Plan 1.

Increase outreach to ALL classes that include a writing and math component. Replicate the Writing Center outreach program with Math Lab tutors for all math and science classes. SLOs: Self Reliance and Time Management

Plan 2.

Enroll Open Lab tutors/clerks in Tutor Training course. SLO Survey data exposed several weaknesses in this area, which are now covered in the training course and practicum. N/A

- Describe your department, program or administrative unit’s participation in assessment of institutional level outcomes (ILOs).

N/A

- How are the program level outcomes and/or service area outcomes aligned with the institutional level outcomes and to the college mission? Please describe and attach the “Goal Alignment Summary” from TaskStream, if applicable.

SLO	ILO
Persistence: Register in subsequent semesters.	1, 2
Self-Reliance: Demonstrate self-reliance by choosing appropriate LRC resources.	1, 2, 3
Time Management: Apply time management skills by registering early in the term.	1, 3

- What do members of your department, program or administrative unit do to ensure that meaningful dialogue takes place in both developing and assessing the program level outcomes and/or service area outcomes?

Weekly department meetings between staff and faculty. Everyone, including tutors and desk clerks, is included in SLO assessment. The tutors and clerks developed the preliminary questions for the survey during a training retreat as a team-building exercise. They have individual buy-in to the processes and administer the SLO survey.

- Briefly describe the results of any student satisfaction surveys or college surveys that included evaluation and/or input about the effectiveness of the services provided by your department, program or administrative unit. How has this information informed department, program or administrative unit planning and goal setting?

Students are generally happy with services, although they don't always seem to understand why they need to register for a course to use the services. We could do better at explaining this, especially in the Open Lab where so many students go to print.

Students consistently request more tutors, particularly in Statistics. We will increase our outreach and recruitment efforts in this area.

Students have requested a place to print outside of the Open Lab. As there is no secure place for a printer and computer other than in the labs, we are considering budgeting for a second Go-Print station in the Writing Center.

- How do you know that your program is effective? What are the indicators that measure your effectiveness? What are the expected results of these indicators?

Objective data shows that the workshops and study groups are effective because we keep records of attendance and record student outcomes (retention and success). Additional effectiveness data could be correlated between SARS and Passport/PROMPT by a researcher.

Below is a table showing success rates for ESL students attending Conversation 2 workshops:

STUDENT I.D NUMBER	TYPE OF WORKSHOP	NUMER OF TIMES ATTENDED	DID THE STUDENT STAY UNTIL THE END OF SEM.	GRADE
10891207	Conversation 2	13	Yes	A
10764906	Conversation 2	15	Yes	A
10829730	Conversation 2	12	Yes	A
10837104	Conversation 2	1	NO CLASS SHOWING	NO CLASS SHOWING
10890624	Conversation 2	3	Yes	A
10890803	Conversation 2	3	Yes	A
10895512	Conversation 2	7	Yes	B
10850196	Conversation 2	14	Yes	A
10842595	Conversation 2	9	Yes	A
10824993	Conversation 2	6	Yes	A
10865362	Conversation 2	3	Yes	A

10868461	Conversation 2	13	Yes	A
10868459	Conversation 2	14	Yes	A
10897653	Conversation 2	14	Yes	B
10793482	Conversation 2	6	Yes	A
10812229	Conversation 2	14	Yes	A
10821451	Conversation 2	4	Yes	A
10852525	Conversation 2	3	Yes	A
10886263	Conversation 2	11	Yes	A
10859273	Conversation 2	1	Yes	B
10785089	Conversation 2	6	Yes	A
10364657	Conversation 2	14	Yes	A
10883239	Conversation 2	5	Yes	A
10874130	Conversation 2	3	Yes	A
10848321	Conversation 2	5	Yes	A
10750816	Conversation 2	2	Yes	C
10846269	Conversation 2	3	Yes	A

Subjective data shows that services are effective as the majority of student responses are positive in Likert scale SLO Assessment questions as well as in student-originated responses to open-ended questions.

6. Student Success and Student Equity:

For Specialized Support Services Programs:

- Describe course completion rates (*% of students that earned a grade "C" or better or "Credit"*) in the courses within your program for the past three years. Please list each course separately. How do the program's course completion rates compare to the college course completion standard?

For the three years under scrutiny, we have only one course, LRNRE 501: Supervised Tutoring.

As shown below, our retention rates are extremely high, being 29.4%, 29.5%, and 30.7% above the Institutional Set Standard, and have increased over the three year period. As students have no particular reason to drop the class, it not being transcribed, the rate probably really only represents the percent of students who enroll in LRNRE 501 and do not withdraw from all their classes (enrollment in at least one unit-bearing course is required for enrollment in Supervised Tutoring).

One wonders if it is the case that Learning Resource Centers are the difference between succeeding and quitting. Additionally, the Merritt College Researcher was kind enough to do an analysis of Fall 2015 English 1A outcomes for us with the following results:

F 15 ENGL 1A OUTCOMES

	<u>ALL STUDENTS</u>	<u>TUTORED STUDENTS (MORE THAN 1 TOTAL HOUR PER TERM)</u>	<u>NON TUTORED STUDENTS</u>
TOTAL ENROLLED (UNDUPLICATED)	404	133	271
RETENTION RATE	70%	82%	64%
SUCCESS RATE	54%	63%	49%

	<u>ALL STUDENTS</u>	<u>TUTORED STUDENTS (MORE THAN 5 TOTAL HOUR PER TERM)</u>	<u>NON TUTORED STUDENTS</u>
TOTAL ENROLLED (UNDUPLICATED)	404	52	352
RETENTION RATE	70%	88%	67%
SUCCESS RATE	54%	73%	51%

	<u>< 5 hours total</u>	<u>> 5 hours total</u>
Comparing hours of tutoring		
Total Students (Unduplicated)	81	52
Retention Rate	78%	88%
Success Rate	57%	73%

Clearly, for all students seeking tutoring, the effect was positive; for students receiving more than 5 hours of tutoring in the term, the effect on retention and success was dramatic!

- Are there differences in the course completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.

We do not have disaggregated data for this course.

College course completion standard: 66%

Program’s course completion rates:

Course 1. LRNRE 501	<u>95.4%</u>	<u>95.5%</u>	<u>96.7%</u>
(course name and number)	rate, year 1	rate, year 2	rate, year 3

Discussion:

- Briefly describe the program’s overall retention rates (After the first census, the percent of students earning any grade but a “W” in a course or series of courses) for the past three years. How does the program’s retention rate compare to the college retention standard?

The Institutional Set Standards describe retention as “average fall-to-fall retention (persistence) rate”; that is what we measured. While our persistence rate is well below the retention standard, this may be due to any number of factors, including students not requiring tutoring during terms in which they are not taking either an English or a Mathematics course. However, in analyzing the data at close range, we found that while students do not necessarily persist fall-to-fall, three percent return after a year or more, some skipping as many as three years (i.e. enrolled Fall 2012 and returned Fall 2015).

- Are there differences in the retention rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.

We do not have disaggregated data for this course.

College retention standard ___47%_____

Program retention rates:

Year 1. 2013___18.6% (307/1648)_____

Year 2. 2014___24.6% (453/1838)_____

Year 3. 2015___28.8% (470/1632)_____

3-Year Overview: 26.7% (1365/5118)

- What has the program done to improve course completion and program retention rates? What is planned for the next three years?

We have instituted and increased subject-specific and course-specific workshops. We have piloted embedded tutoring with supplemental instruction. Over the next three years, we plan to offer LRNRE 503: Writing Support Workshops, a non-credit course intended for faculty across the curriculum to use to assist them in getting just-in-time help for their students, particularly emerging writers. We plan to institutionalize embedded tutoring and supplemental instruction for all sections of all courses below transfer level for those instructors who wish to participate. We have just returned to one-on-one, appointment-based tutoring, and plan to extend this service based on data gathered in Fall of 2016.

Please provide the following information about these specific SSSP services, as applicable, for students in your program, for the past three years.

	Year 1.	Year 2.	Year 3.
Number of students that completed orientation	Approximately 60/term	Approximately 60/term	Approximately 60/term
Number of students that completed assessment	N/A	N/A	N/A
Number of completed Student Educational Plans (SEPs)	N/A	N/A	N/A

Number of Abbreviated versus Comprehensive SEPs	N/A	N/A	N/A
Total number of follow-up services	N/A	N/A	N/A
Number of Early Alert referrals	N/A	N/A	10

- What has the department/program done to improve SSSP services? What is planned for the next three years?

We conduct orientation to the LRC for ESL courses: 2-3 sections come to us each semester.

Tutors have participated in Counseling's Orientation to College classes.

We are part of the Early Alert program and will continue to remain so. We plan to develop a referral slip for faculty/counselors to request students be given tutoring in particular subjects, methods and skills.

LRC tutors and staff took part in Fab Friday events for all three years with the counseling department.

We increased access by extending our hours of operation in the Open Lab to include early morning availability for internet access and printing, and in the Writing Center and Math Lab to include early evening tutoring and workshops.

Tutors attended outreach events to adult schools and developed materials and presentations regarding AB540.

All of these efforts will continue until they are no longer found to be effective or of use to the campus community.

7. Human, Technological, and Physical Resources (including equipment and facilities):

- Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

Full-time faculty headcount .2

Part-time faculty headcount .2

Total FTEF faculty for the discipline, department, or program .4

Full-time/part-time faculty ratio 50/50

Classified staff headcount, if applicable 2

Administrative staff: 2 desk clerks (student workers)

Other: 30-40 tutors (student workers)

- What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment results data, student success data, enrollment data, data on the number or type of services provided, survey results, and/or other factors.

1.0 Instructional Assistant for Math Lab
1.0 Instructional Assistant for Writing Center
.5 Instructional Assistant for Science Annex
.5 FTE Faculty Coordinator
35 additional Tutors

Evidence supplied above in the tables showing English and ESL retention and success supports additional staffing to increase services to students. IAs will develop and conduct workshops and tutor training (which is mandated under Title 5/Ed Code) as well as individual tutoring during the busiest periods. An IA is needed in the Science Annex as we cannot currently provide tutoring during times that there is no supervision. Increased Faculty Coordinator time will allow more supplemental instruction in English, Math, and ESL as well as on-going training for instructors and tutors in best practices surrounding embedded tutoring. The 35 additional tutors are necessary to offer a tutor in every below-transfer math and English class section.

- Describe your current utilization of facilities and equipment.

Open Lab (L202E) 23 student computer (PC) workstations and printing station. Used for all school-related computer access needs.

Math Lab (L202F) 8 student computer workstations, 5 individual and group work tables, and instructor workstation, and cabinetry for textbook and supply storage. Used for tutoring and homework.

Writing Center (L202D) 9 student computer workstations, 6 individual and group work tables, 4 small carrels, an instructor workstation, and bookshelves. White- and chalkboards. Used for tutoring and homework.

Science Annex: Sharing space with MESA; no permanent equipment or workspace. Used for tutoring and homework.

Work Room and quiet space (L202C) 2 staff computer workstations, overhead storage cabinetry, worktables for distraction-free tutoring and staff workspace. Whiteboard. Used as overflow workshop room as needed.

Coordinator's Office (L204)

Staff Break Area (L202A)

Supplemental Instruction Classroom (L226) 2 U-shaped tables with chairs, 6 small carrels, storage, and whiteboard. Used for supplemental instruction, workshops, and faculty meeting space.

Reception two staff computer workstations, countertop workspace, storage. Two reception tables, tutor mailboxes, timekeeper computer.

Tutoring Carrels 6 4-person for one-on-one tutoring, 1 8-person for study groups and small workshops, 4 countertop workspaces with electricity.

- What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment results data, student success data, enrollment data, data on the number or type of services provided, survey results, and/or other factors.

Upgrade all lab computers
 Add 15 Macintosh computers
 Laptops for workshops in subjects that use online programs (such as MyMath Lab)
 Go-Print Station in Writing Center

Lab computers have not been updated for several years. Including Macintosh computers in all labs will increase student access to technology and use of the facilities. Having laptops available for math and science workshops will increase the flexibility of where and when we can conduct workshops and tutoring. The Go-Print station in the Writing Center will increase student access to technology and is in direct response to requests from our SLO Survey conducted in Spring 2016.

- What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment results data, student success data, enrollment data, data on the number or type of services provided, survey results, and/or other factors.

Swap Math Lab and Writing Center spaces
 Dedicated space with supervision in the Science Annex

The Writing Center is a larger space that is under-utilized; the Math Lab is a small space that is overcrowded. At this time, we have no fixed space of our own in the Science Annex, although we do provide services there in physics, anatomy, and chemistry.

- Please complete the Non-Instructional Program Review Prioritized New Resource Requests Template included in Appendix A.

8. Community, Institutional, and Professional Engagement and Partnerships:

- Discuss how faculty and/or staff have engaged in institutional efforts such as committees, presentations, and departmental/program activities. Please list the committees that full-time employees participate in.

Committees: Our faculty sat on the Academic Senate for two of the three years of the review period, as well as a number of hiring committees. Faculty are currently on Curriculum, Staff Development, and Student Success committees. Staff sits on Budget, Alameda Promise, and Technology committees, as well as serving on hiring committees.

LRC faculty have presented workshops during Professional Days and participated in a number of FIGs.

Full time faculty is on Curriculum and Student Success committees, as well as three (3) TRCs and working on the Basic Skills Transformation grant.

- Discuss how faculty and/or staff have engaged in community activities, partnerships and/or collaborations.

LRC is currently developing a transition course for new college students in order to streamline pathways from adult schools and community-based organizations to community college. The course will use a combination of informational sessions about community college, tuition, and financial aid as well as practical sessions that incorporate hands-on help completing applications and preparing for assessment. Upon completion of the course, students will enter their first college class better prepared to study and better informed about the resources available on campus. This transition course will be particularly useful for non-traditional and basic skills students to ensure that they experience long-term success at COA.

- Discuss how adjunct faculty members and/or part-time hourly employees are included in departmental or program trainings, discussions, and decision-making.

Adjunct faculty members support the Learning Resources Center by acting as a bridge between their departments and students, ensuring that the LRC supplements instruction effectively for both students and instructors. Adjuncts communicate with their colleagues about what kind of support their students need and work with the LRC coordinators to develop workshops, study groups, and other programs in response. In addition to offering workshops and facilitating tutor-training sessions themselves, adjunct instructors are encouraged to attend meetings, offer trainings, research programs, and develop materials and curriculum for the LRC.

Tutors and clerks receive training during a professional day retreat every semester. They collaborate in the decision-making process by writing the tutor handbook's "Consequences" section, drafting SLO survey questions, and developing workshop content and schedules.

9. Professional Development:

- Please describe the professional development needs of the department, program or administrative unit. Include specifics such as training in the use of technology, use of online resources, cultural sensitivity, mentoring, and activities that help individuals stay current with their job responsibilities, etc.

We would like to offer continuous Diversity Sensitivity Workshops to our tutors. We would like LRC tutors, staff, and faculty to learn how to best serve the diverse population that attend College of Alameda, most especially the students that use our services.

We are also a department that provides customer service to students and faculty. We would like workshops in Customer Relation or "How to Deal with Different Personality" Workshops.

We would also like faculty, staff and tutors to have the opportunity to attend conferences that will provide our department with best practice methods on providing tutoring for our students.

10. Department, Program or Administrative Unit Goals and Activities:

- Briefly describe and discuss the department, program or administrative unit's goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).
 - Scale up existing practices, and providing services to a greater proportion of students.
 - English, math and Disabled Student Programs and Services (DSPS) faculty will develop and lead a training program that equips tutors with content and strategies specific to the English/writing and math skills covered in the targeted courses.
- Then fill out the goal setting template included in Appendix B. which aligns your department, program or administrative unit's goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.

- **Goal 1. Support Services:**

Activities and Rationale:

- **Goal 2. Assessment (of SAOs or AUOs):**

Activities and Rationale:

- **Goal 3. Student Success and Student Equity:**

Activities and Rationale:

Collaborate with Counseling, Math and English in development of pre-placement success program a week-long "Math jam" workshop for entering students, beginning in summer 2017, to improve their math placement exam results and prepare for their next math course. Cohorts of students will use interactive test preparation software to improve their math skills in a supportive, self-paced, non-judgmental environment.

English and math faculty will develop non-credit course sequences to support students with open-entry, open-exit basic skills workshops in discipline-specific and cross-discipline skill areas, including grammar/sentence power, computer literacy, electronic communication, and study skills.

- **Goal 4. Student Success:**

Activities and Rationale:

Expand to provide supplemental tutoring and workshops for students in the proposed accelerated English and math courses, as well as in all below transfer-level English courses.

Offer Academic Excellence Workshops through our Math Engineering Science Achievement (MESA) program design and deliver a series of non-credit classes/workshops targeted for basic skills students.

Assign tutors to provide tutoring and conduct supplemental instruction workshops, with content aligned with the accelerated basic skills and gateway courses and with all below-transfer-level English courses. Tutors will receive on-going training at the start of each semester.

Faculty will develop a rubric for assessing student work that can be used across disciplines to identify and refer students to appropriate LRNRE non-credit courses, and to help identify other areas for which workshops are needed.

- **Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:**

Activities and Rationale:

LRC is currently developing a transition course for new college students in order to streamline pathways from adult schools and community-based organizations to community college. The course will use a combination of informational sessions about community college, tuition, and financial aid as well as practical sessions that incorporate hands-on help completing applications and preparing for assessment. Upon completion of the course, students will enter their first college class better prepared to study and better informed about the resources available on campus. This transition course will be particularly useful for non-traditional and basic skills students to ensure that they experience long-term success at COA.

- Please complete the Program Review Integrated Goal Setting Template included in Appendix B.

Appendices

Appendix A

Non-Instructional Department, Program or Administrative Unit Program Review Prioritized New Resource Requests Summary

College: College of Alameda

Discipline, Department or Program: Learning Resource Center

Contact Person: Anna O'Neal or Trish Nelson

Date: 10/24/2016 /

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)	District-College Goal & Institutional Learning Outcome
Human Resources: Faculty	.5 FTE Coordinator .2 Math Lab .2 ESL	2	18,000 per year	17, 21	A.2, C.2 ILO 1, 2, 4
Human Resources: Classified	2.5 Instructional Assistant (1.0 English, 1.0 Math, and .5 Science Annex)	3	\$3300 per person Total=\$8250	17, 18	A.2, C.2 ILO 1, 2, 4
Human Resources: Student Workers	35 Additional tutors (6 hours/week)	1	\$84000/sem Total=\$169000	12, 15, 17, 20, 21	A.2, C.2 ILO 1, 2, 4
Technology	PC = 50 computers (<i>Lenovo - \$925/desktop</i>) Mac = 15 (<i>\$1300/mac</i>) Laptops = 15 (<i>\$836/laptop</i>)		PC = \$46250 Mac = \$19500 Laptops = \$12,600	18, 20	A.2, C.2 ILO 1, 2, 4
Equipment	Go-Print Station		\$2500	12, 18	A.2, C.2 ILO 1, 2, 4
Supplies	Books, models/kits (bones/muscle/cells models, chemistry kit)		\$3000	18	A.2, C.2 ILO 1, 2, 4
Facilities	LRC study room at the Science Annex including furniture.		\$3000	18, 20	A.2, C.2 ILO 1, 2, 4
Professional Development	Guest speakers, Attend workshops		\$3000	19	D.1 ILO 4
Other (specify)					

Appendix B

PCCD Program Review Alignment of Goals Template

College: College of Alameda

Discipline, Department or Program: Learning Resource Center

Contact Person: Anna O'Neal or Trish Nelson

Date: 10/24/2016 /

Discipline, Department or Program Goal	Institutional Learning Outcome	PCCD-College Goal and Institutional Objective
1. Collaborate with Counseling, Math and English in development of pre-placement success program a week-long "Math jam" workshop for entering students, beginning in summer 2017, to improve their math placement exam results and prepare for their next math course.	1, 2, 4	A.1. A.4, C.1
2. Provide supplemental tutoring and workshops for students in the proposed accelerated English and math courses, as well as in all below transfer-level English courses.	1, 2, 4	A.1. A.4,
3. Offer Academic Excellence Workshops through our Math Engineering Science Achievement (MESA) program design and deliver workshops targeted for basic skills students	1, 2, 4	A.1. A.4,
4. Embed tutors in all below-transfer-level English courses. Tutors and faculty will receive embedding training at the start of each semester.	1, 2, 4, 5	A.1. A.4, D1
5. English, math and other faculty will develop and lead a training program that equips tutors with content and strategies specific to the English/writing and math skills covered in the targeted courses.	1, 2, 4, 5	A.1., A.4, D1

<p>6. English and math faculty will develop non-credit course sequences to support students with open-entry, open-exit basic skills workshops in discipline-specific and cross-discipline skill areas, including grammar/sentence power, computer literacy, electronic communication, and study skills.</p>	<p>1, 2, 4</p>	<p>A.1., A.4</p>
<p>7. Develop a rubric for assessing student work that can be used across disciplines to identify and refer students to appropriate LRNRE non-credit courses, and to help identify other areas in which LRC workshops are needed.</p>	<p>1, 2, 5</p>	<p>A.1., A.4, D1</p>

Appendix C

Program Review Validation Form and Signature Page

College:

Department, Program or Administrative Unit:

Part I. Overall Assessment of the Program Review Report

Review Criteria	Comments: Explanation if the box is not checked
<p><input type="checkbox"/></p> <p>1. The narrative information is complete and all elements of the program review are addressed.</p> <p><input type="checkbox"/></p> <p>2. The analysis of data is thorough.</p> <p><input type="checkbox"/></p> <p>3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data.</p> <p><input type="checkbox"/></p> <p>4. Department, program or administrative unit planning goals are articulated in the report. The goals address noted areas of concern.</p> <p><input type="checkbox"/></p> <p>5. The resource requests are connected to the department, program or administrative unit planning goals and are aligned to the college goals.</p>	

Part II. Choose one of the Ratings Below and Follow the Instructions.

Rating	Instructions
<input type="checkbox"/> 1. Accepted.	1. Complete the signatures below and submit to the Vice President of Instruction.
<input type="checkbox"/> 2. Conditionally Accepted.	2. Provide commentary that indicates areas in the report that require improvement and return the report to the department, program or administrative unit manager with a timeline for resubmission to the validation chair.
<input type="checkbox"/> 3. Not Accepted.	3. Provide commentary that indicates areas in the report that require improvement and return the report to the department, program or administrative unit manager with instructions to revise. Notify the Dean and Vice President of Instruction of the non-accepted status.

Part III. Signatures

Validation Team Chair

Print Name

Signature

Date

Counseling Department Chair

Print Name

Signature

Date

Received by Vice President of Instruction or Vice President of Student Services

Print Name

Signature

Date

College of Alameda

MISSION

The Mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

VISION

The Vision of College of Alameda is that we are a diverse, supportive, empowering learning community for seekers of knowledge. We are committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers and citizens of the world.

VALUES

We use this vision to choreograph three central themes in our quest for “learning excellence” and services to students.

- * Academic Excellence
- * Budgetary Competence
- * Community Engagement

We call these “our ABCs” emphasizing crucial success indicators for our students in achieving an enhanced capacity to pursue their dreams!

Institutional Learning Outcomes

1. Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.
2. Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.
3. Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.
4. Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.
5. Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member

District-College Strategic Goals & Institutional Objectives

Strategic Focus: Our focus this year will be on student success in the core educational areas of basic skills/ESOL (English for speakers of other languages), transfer, and CTE (career technical education) by encouraging accountability, outcomes assessment, innovation and collaboration while spending within an established budget.

Strategic Goals	
A: Advance Student Access, Equity, and Success	<p>A.1 Student Access: Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES.</p> <p>A.2 Student Success: Increase students' participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.</p> <p>A.3 Student Success: Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc.</p> <p>A.4 Student Equity Planning: Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.</p>
B: Engage and Leverage Partners	<p>B.1 Partnerships: Develop a District-wide database that represents our current strategic partnerships and relationships.</p> <p>B.2. Partnerships: Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.</p>
C: Build Programs of Distinction	<p>C.1 Student Success: Develop a District-wide first year experience/student success program.</p> <p>C.2 Student Success: Develop an innovative student success program at each college.</p>
D: Strengthen Accountability, Innovation and Collaboration	<p>D.1 Service Leadership: Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues.</p> <p>D.2 Institutional Leadership and Governance: Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.</p>

Legend:



Mapped



Measure Added

Organizational Area	Problem Solving	Communication and Technology	Creativity, reflection	Awareness and Diversity.	Civic Responsibility
	Problem Solving and Decision Making	Technology and Communication	Reflection, Participation, Creativity	Interpersonal Skills	Civic Responsibility
College of Alameda AMS					
Library and Learning Resources					
<u>Learning Resource Center</u>					
SUMMARY:	1 Mapped 1 Measures Added	1 Mapped 1 Measures Added	1 Mapped 1 Measures Added	0 Mapped 0 Measures Added	1 Mapped 1 Measures Added

Learning Resource Center

20142015

Assessment Cycle

Assessment Findings

Finding per Measure

Learning Resource Center Outcome Set

Time Management

Students will register earlier in the semester for LRNRE 510.

Timeliness

Apply time management skills by registering early in the term.

Measure: Registration Gauge

Details/Description of the Assessment Method (please identify current data sources): Review of Passport data

Criteria for Successful Performance: 50% of registered students will have done so by Census date

When will you collect this information?: End of term

Who will be responsible for collecting this information?: LRC Faculty/Staff

Findings for Registration Gauge

Summary of Findings: Fall 2015 56%

(489/868 assessed) registered on or before 9/2/14

Spring 2015 51%

(489/960 assessed) registered on or before 2/2/2015

*NOTE: Not all registered students were assessed due to limitations of Passport in an older IE browser version. The quantity of assessed students, however, is statistically significant.

Results: Acceptable Target Achievement: Exceeded

Recommendations / Next Steps: Continue with current marketing strategy.

Reflections/Notes : Strange that in both terms the quantity of students, but not the percentage was equal.

Substantiating Evidence:

LRC SLO Data (Excel Workbook (Open XML))

These Findings are associated with the following Actions:

Classroom Visits

Printed on: 10/24/2016 07:11:35 PM (EST)

(Action Plan; 20142015

Assessment Cycle)

Last Modified: 01/18/2016 02:54:16 PM PDT

Printed on: 10/24/2016 07:11:35 PM (EST)

Learning Resource Center

20132014

Assessment Cycle

Action Plan

Actions

Learning Resource Center Outcome Set

SelfReliance

Demonstrate selfreliance
by choosing appropriate LRC resources.

Appropriateness

Demonstrate selfreliance
by choosing appropriate
LRC resources.

Action: Classroom Visits

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Action details: Have tutors visit classrooms that are known to have a high number of LRC users.

Implementation Plan (timeline): Visits to be conducted prior to census

Key/Responsible Personnel: LRC faculty/staff/tutors

Measures: 20% increase in precensus
registration

Budget approval required? (describe):

Budget request amount: \$0.00

Priority: High

Time Management

Apply time management as a study skill.

Timeliness

Apply time management

Action: Classroom Visits

Printed on: 10/24/2016 07:10:53 PM (EST)

skills by registering early in
the term.

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Action details: Have tutors visit classrooms that are known to have a high number of LRC users.

Implementation Plan (timeline): Visits to be conducted prior to census

Key/Responsible Personnel: LRC faculty/staff/tutors

Measures: 20% increase in precensus
registration

Budget approval required? (describe):

Budget request amount: \$0.00

Priority: High

Last Modified: 03/12/2015 01:08:42 PM PDT

Printed on: 10/24/2016 07:10:53 PM (EST)

Learning Resource Center

20142015

Assessment Cycle

Assessment Findings

Finding per Measure

Learning Resource Center Outcome Set

Time Management

Students will register earlier in the semester for LRNRE 510.

Timeliness

Apply time management skills by registering early in the term.

Measure: Registration Gauge

Details/Description of the Assessment Method (please identify current data sources): Review of Passport data

Criteria for Successful Performance: 50% of registered students will have done so by Census date

When will you collect this information?: End of term

Who will be responsible for collecting this information?: LRC Faculty/Staff

Findings for Registration Gauge

Summary of Findings: Fall 2015 56%

(489/868 assessed) registered on or before 9/2/14

Spring 2015 51%

(489/960 assessed) registered on or before 2/2/2015

*NOTE: Not all registered students were assessed due to limitations of Passport in an older IE browser version. The quantity of assessed students, however, is statistically significant.

Results: Acceptable Target Achievement: Exceeded

Recommendations / Next Steps: Continue with current marketing strategy.

Reflections/Notes : Strange that in both terms the quantity of students, but not the percentage was equal.

Substantiating Evidence:

LRC SLO Data (Excel Workbook (Open XML))

These Findings are associated with the following Actions:

Classroom Visits

Printed on: 10/24/2016 07:11:35 PM (EST)

(Action Plan; 20142015

Assessment Cycle)

Last Modified: 01/18/2016 02:54:16 PM PDT

Printed on: 10/24/2016 07:11:35 PM (EST)

Learning Resource Center

20132014

Assessment Cycle

Assessment Findings

Finding per Measure

Learning Resource Center Outcome Set

Persistence

Regular Use

Use LRC services regularly and often.

Measure: Use Gauge

Details/Description of the Assessment Method (please identify current data sources): Review SARS data.

Criteria for Successful Performance: 80% of students will return to the same LRC service 3 times per term.

When will you collect this information?: End of term

Who will be responsible for collecting this information?: LRC Faculty/Staff

Findings for Use Gauge

Summary of Findings: Fall 2013

Math Lab

145 3 or more visits

277 Number of Students

52% Percent meeting goal

1959 Number of Visits

7 Average number of visits per student

Open Lab

654 3 or more visits

1067 Number of Students

61% Percent meeting goal

8756 Number of Visits

8 Average number of visits per student

Writing Center

164 3 or more visits

302 Number of Students

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54% Percent meeting goal

2090 Number of Visits

7 Average number of visits per student

Spring 2014

Math Lab

243 3 or more visits

442 Number of Students

55% Percent meeting goal

2751 Number of Visits

6 Average number of visits per student

Open Lab

882 3 or more visits

1558 Number of Students

57% Percent meeting goal

11596 Number of Visits

7 Average number of visits per student

Writing Center

267 3 or more visits

440 Number of Students
61% Percent meeting goal
3106 Number of Visits
7 Average number of visits per student

Results: Acceptable Target Achievement: Not Met

Recommendations / Next Steps:

Reflections/Notes :

Substantiating Evidence:

Fall 2014 SLO Data (Excel Workbook (Open XML))

Spring 2013 SLO Data (Excel Workbook (Open XML))

Repeat Use

Register in subsequent
semesters.

Measure: Repetition Gauge

Details/Description of the Assessment Method (please identify current data sources): Review Passport data

Criteria for Successful Performance: 80% of students who registered in one term will register again in subsequent terms (if still a student at COA)

When will you collect this information?: End of term

Who will be responsible for collecting this information?: LRC Faculty/Staff

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Findings for Repetition Gauge

Summary of Findings: Not measured this academic year

Results: Acceptable Target Achievement: Not Met

Recommendations / Next Steps:

Reflections/Notes :

SelfReliance

Demonstrate selfreliance
by choosing appropriate LRC resources.

Appropriateness

Demonstrate selfreliance
by choosing appropriate
LRC resources.

Measure: Use Gauge

Details/Description of the Assessment Method (please identify current data sources): Tutor survey

Criteria for Successful Performance: 80% of students will present in the appropriate lab for their immediate need

When will you collect this information?: End of term

Who will be responsible for collecting this information?: LRC staff

Findings for Use Gauge

Summary of Findings: Not measured this academic year

Results: Acceptable Target Achievement: Not Met

Recommendations / Next Steps:

Reflections/Notes :

Time Management

Students will register earlier in the semester for LRNRE 510.

Timeliness

Apply time management
skills by registering early in
the term.

Measure: Registration Gauge

Details/Description of the Assessment Method (please identify current data sources): Review of Passport data

Printed on: 10/24/2016 07:10:02 PM (EST)

Criteria for Successful Performance: 50% of registered students will have done so by Census date

When will you collect this information?: End of term

Who will be responsible for collecting this information?: LRC Faculty/Staff

Findings for Registration Gauge

Summary of Findings: Spring 2013

1267 Total number of students from LRNRE 501 rosters

585 Total at 2/4 census

676 Total at 4/27 attendance verification

6 Total at 5/18 finals week

46% at census

53% at attendance verification

0% at finals

Fall 2014

1140 Total number of students from LRNRE 501 rosters

677 Total at 9/2 census

463 Total at 11/15 attendance verification

0 Total at 12/8 finals week

59% at census

41% at attendance verification

0% at finals

Results: Acceptable Target Achievement: Met

Recommendations / Next Steps:

Reflections/Notes :

Substantiating Evidence:

Fall 2014 SLO Data (Excel Workbook (Open XML))

Spring 2013 SLO Data (Excel Workbook (Open XML))

Last Modified: 03/12/2015 01:08:12 PM PDT

Printed on: 10/24/2016 07:10:02 PM (EST)



