



# Program Review 2015-2016

## Administrative Services Instructional Support Services

Update Only

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### A. Relation to Mission and Vision Statements

Section A applies to all programs and services.

#### GLENDALE COMMUNITY COLLEGE MISSION STATEMENT

Glendale Community College serves a diverse population of students by providing the opportunities and support to achieve their educational and career goals. We are committed to student learning and success through transfer preparation, certificates, associate degrees, career development, technical training, continuing education, and basic skills instruction. The college is dedicated to the importance of higher education in the evolving urban environment of Glendale and the Greater Los Angeles area. Faculty and staff engage students in rigorous and innovative learning experiences that enhance and sustain the cultural, intellectual, and economic vitality of the community.

As part of its mission, Glendale Community College is committed to student success by promoting:

- communication, critical thinking, information competency, quantitative reasoning, global awareness, personal responsibility, and application of knowledge [ILOs];
- coherence among disciplines and promotion of openness to the diversity of the human experience;
- student services, learning support, and state of the art technology, including distance education modalities, that enable students to reach their educational goals in an efficient and timely manner.

#### GLENDALE COMMUNITY COLLEGE VISION STATEMENT

Glendale Community College is the Greater Los Angeles Region’s premier learning community where all students achieve their informed educational goals through outstanding instructional and student services, a comprehensive community college curriculum, and educational opportunities found in few community colleges.

#### Components Addressed by Program:

Question A.1. Check each component of the mission statement and ILOs that your program addresses:

#### Mission Statement Components

- |  |  |  |
|--|--|--|
| <input checked="" type="checkbox"/> Transfer preparation | <input checked="" type="checkbox"/> Technical training                           | <input checked="" type="checkbox"/> Enhance and sustain cultural vitality of community     |
| <input checked="" type="checkbox"/> Certificates         | <input checked="" type="checkbox"/> Continuing education                         | <input checked="" type="checkbox"/> Enhance and sustain intellectual vitality of community |
| <input checked="" type="checkbox"/> Associate degrees    | <input checked="" type="checkbox"/> Basic skills instruction                     | <input checked="" type="checkbox"/> Enhance and sustain economic vitality of community     |
| <input checked="" type="checkbox"/> Career development   | <input checked="" type="checkbox"/> Rigorous and innovative learning experiences |  |

## Institutional Learning Outcomes (ILOs)

- Communication
- Mathematical Competency/Quantitative Reasoning
- Information Competency (literacy)
- Critical Thinking
- Global Awareness and Appreciation
- Personal Responsibility

## Other Components of Mission

- Coherence among disciplines
- Promotion of openness to diversity
- Student services
- Learning support
- State of the art technology

## Vision Statement Components

- Premier learning community
- Students achieve their informed educational goals
- Outstanding instructional and student services
- Comprehensive community college curriculum
- Educational opportunities found in few community colleges

### Question A.2. Define the mission of your program and how it relates to the college mission and vision.

The Glendale Community College Learning Center recognizes the complex needs of our diverse student population in both academic and occupational programs. In cooperation with faculty and staff, we support student success by encouraging a variety of learning strategies, elevating students' confidence, and empowering students to achieve their highest potential.

The Learning Center supports the mission of the college by providing tutoring services and workshops which help students achieve success in the classroom and workplace. Specifically, through personal interaction, the Learning Center assists with verbal and written communication, mathematics, and various study skills necessary to succeed in today's world.

By helping students succeed in their classes, our services directly support students with transfer preparation, certificates, associate degrees, career development, technical training, continuing education, and basic skills instruction.

Both tutoring and workshops provide students with rigorous and innovative learning experiences, while also enhancing and sustaining the cultural, intellectual, and economic vitality of the community. In addition to providing students with intellectual support, tutoring and workshop participation encourage intercultural communication and appreciation, and the skills developed in tutoring sessions and workshops aid students in mastering concepts that are central to their employability and, consequently, the economic vitality of the community.

Our learning support services improve students' communication and critical thinking skills, as well as their application of knowledge in terms of information competency, quantitative reasoning, global awareness, personal responsibility, and coherence among disciplines. At all times, tutors, staff, and faculty promote openness to diversity. The Tutor Training Seminar stresses the importance of applying knowledge in order to achieve mastery of course content or core skills. Writing tutors help students assess the reliability of sources (information competency), math tutors help students improve their quantitative reasoning, and all tutors stress the importance of agency and independence (personal responsibility). Tutors are trained to be sensitive to cultural differences and to be aware of global trends.

A PREMIER LEARNING COMMUNITY REQUIRES SOURCES OF ANCILLARY INSTRUCTION THAT RECOGNIZE THAT ALL LEARNING IS DEVELOPMENTAL AND THAT STUDENTS AT EVERY STAGE OF THEIR EDUCATIONAL JOURNEYS BENEFIT FROM ACCESS TO TRAINED, QUALIFIED, AND EXCEPTIONAL TUTORS IN A SUPERVISED LEARNING CENTER. TUTORS IN THE LEARNING CENTER COME HIGHLY RECOMMENDED BY THEIR INSTRUCTORS, AND WE PROVIDE COMPREHENSIVE TRAINING TO ENSURE THEY MEET AND EXCEED THE EXPECTATIONS OF OUR STUDENTS IN ORDER FOR STUDENTS TO ACHIEVE THEIR INFORMED EDUCATIONAL GOALS. FEW LEARNING CENTERS IN THE STATE OFFER THE UNIQUE AND EFFECTIVE COMBINATION OF SERVICES WE OFFER HERE IN THE LEARNING CENTER. IN ADDITION TO QUALITY TUTORING, WE PROVIDE STUDENTS WITH ACCESS TO A ROBUST AND DEVELOPED WORKSHOP SERIES THAT HAS BEEN AND CONTINUES TO BE HONED TO MAXIMIZE EFFICACY. WE ALSO PROVIDE STUDENTS WITH ONLINE TUTORING FROM SMAR THINKING.

## B. Trend Analysis

### Section B.1. Instructional Trend Data

Section B.1 applies only to instructional programs.

	2012-2013	2013-2014	2014-2015	Change Trend
FTES				
FTEF				
WSCH Per FTEF				
FT Percent				
Credit Fill Rate				
Noncredit Fill Rate				
Success Rate: All Classes				
Success Rate: Online Classes				
Success Rate: Hybrid Classes				
Success Rate: Face-to-Face Classes				
Degrees & Certificates				

## Section B.2. Trend Data for Non-Instructional Programs

Section B.2 applies only to non-instructional programs and services.

Please provide the following information for the service functions within your area. Use the data to indicate trends (e.g., steady, increasing, decreasing, etc.) for each of the following measures.

Service/Function	Service Contacts		Other
CAI Lab	2011-2012:	3,296	Student contacts down 49% from 10-11. Student contacts down 54% from 11-12. Student contacts down 11.9% from 12-13. Student contacts down 111% from 13-14.
	2012-2013:	1,488	
	2013-2014:	1,311	
	2014-2015:	621	
Math Tutoring	2011-2012:	2,673	Student contacts down 3.6% from 10-11. Student contacts down 34,1% from 11-12. Student contacts up 27.9% from 12-13. Student contacts up 13% from 13-14.
	2012-2013:	1,764	
	2013-2014:	2,256	
	2014-2015:	2,552	
Writing Tutoring	2011-2012:	2,853	Student contacts down 16.7% from 10-11. Student contacts up 13.5% from 11-12. Student contacts down 10.5% from 12-13. Student contacts up 7% from 13-14.
	2012-2013:	3,238	
	2013-2014:	2,897	
	2014-2015:	3,103	
Other Subject Tutoring	2011-2012:	1,867	Student contacts up 5% from 10-11. Student contacts down 59% from

	2012-2013:	748	11-12.
	2013-2014:	640	Student contacts down 14% from 12-13.
	2014-2015:	1,158	Student contacts up 80.9% from 13-14.
Workshops	2011-2012:	1,047	Student contacts up 147% from 10-11.
	2012-2013:	1,496	Student contacts up 42% from 11-12.
	2013-2014:	2,065	Student contacts up 38% from 12-13.
	2014-2015:	1,960	Student contacts down 5% from 13-14.
Studying	2011-2012:	4,445	Student contacts down 38% from 10-11.
	2012-2013:	3,802	Student contacts down 14% from 11-12.
	2013-2014:	4,336	Student contacts up 14% from 12-13.
	2014-2015:	4,602	Student contacts up 5.8% from 13-14.
All Services Combined	2011-2012:	14,346	Student contacts down 27% from 10-11.
	2012-2013:	11,206	Student contacts down 21% from 11-12.
	2013-2014:	13,505	Student contacts up 20.5% from 12-13.
	2014-2015:	13,996	Student contacts up 3.5% from 13-14.

**Question B.1.** Declining trends of at least 10% are flagged above. For each of the flagged trends, evaluate your program based on the data provided. Refer to Section E below to address problematic trends in your program plan.

**Question B.1 applies to all programs and services.**

OVERALL, STUDENT CONTACTS WERE UP 3.5% FOR 2014-2015. WE SAW INCREASES IN MATH TUTORING (13%), WRITING TUTORING (7%), AND OTHER SUBJECT TUTORING (80.9%).

OUR CAI NUMBERS ARE DOWN AGAIN BECAUSE OVER THE YEARS FEWER INSTRUCTORS HAVE REQUIRED STUDENT TO USE THE PASSKEY SOFTWARE TO IMPROVE THEIR SKILLS IN MATH, READING, AND WRITING. IN 2014 MCGRAW HILL DISCONTINUED SUPPORT FOR PASSKEY, SO THE SOFTWARE IS NO LONGER AVAILABLE TO STUDENTS. GIVEN THAT THE LAB IS UNDERUTILIZED IN GENERAL, WE CONVERTED THE LAB TO AN ACTIVE LEARNING SPACE DURING THE SUMMER OF 2015. NOT ONLY WILL THIS HELP MAKE OUR WORKSHOP OFFERINGS MORE DYNAMIC, BUT INSTRUCTORS WILL ALSO BE ABLE TO BRING CLASSES TO THE LAB TO ENGAGE IN CREATIVE, TECHNOLOGY-BASED, GROUP ACTIVITIES. CONSISTING OF CIRCULAR TABLES AND CHROMEBOOKS, THE ACTIVE LEARNING CLASSROOM WILL ENABLE INSTRUCTORS TO CREATE GENUINELY STUDENT-CENTERED LESSONS THAT INVOLVE PROBLEM-BASED LEARNING. WE ALSO PLAN TO ADD LARGE MOVABLE WHITEBOARDS TO THE SPACE ALONG WITH A NEW PROJECTOR AND SCREEN.

Overall, student contacts were up 20.5% for 2013-2014. We saw an increases in math tutoring (27.9%) and studying (14%). The workshop series also continues to be a success with a 38% increase in student attendance. It should be noted that student contacts for tutoring appointments were calculated differently from past Program Reviews. Tutoring appointments now include any student who contacted us to make an appointment regardless of whether or not they attended the tutoring sessions. The numbers also include student cancelations. By including no-shows and cancelations in the final numbers we get a more accurate picture of how many students contacted us for help.

Our CAI numbers are down because over the years fewer instructors have required student to use the Passkey software to improve their skills in math, reading, and writing. In 2014 McGraw Hill discontinued support for Passkey, so the software is no longer available to students. Given that the lab is underutilized in general, we plan to remodel the space, converting it to an "active learning" classroom. Not only will this help make our workshop offerings more dynamic, but instructors will also be able to bring classes to the lab to engage in creative, technology-based, group activities. Consisting of circular tables and LCD monitors

mounted on moveable partitions, the active learning classroom will enable instructors to create genuinely student-centered lessons that involve problem-based learning.

## C. Student Learning and Curriculum

### Section C.1. Course Assessments for Programs with Courses

**Section C.1 applies only to instructional programs.**

The table below shows courses associated with this program that were offered in the past three years. If there are additional courses in your program such as Independent Study courses or new courses that have not yet been taught, contact Ed Karpp (ekarpp@glendale.edu).

For each course listed in the scrolling table, please enter assessment information, update the relationship of the course to GCC's ILOs, and review the course's prerequisites, corequisites, and advisories on recommended preparation (if any). [Note on printed/PDF version: The table below lists a maximum of 35 courses. For programs with more than 35 courses, see the online document.]

Assessed Courses:

Total Courses:

Assessment Rate:

C1. If there are any courses or programs for which your assessment cycle has not been followed, list them and describe how you plan to address the situation.

**Please limit your response to 250 words.**

**Question C.1 applies only to instructional programs.**

N/A

### Section C.2. Program/Service Assessments

**Section C.2 applies to all programs and services.**

[Note on printed/PDF version: The table below lists a maximum of 6 programs/PLOs. For programs with more than 6, see the online document.]

Student is now able to recognize areas in need of improvement.

Assessment of SLOs

Current SLOAC Status:

Ongoing

Last Assessed:

Spring 2014

When will this program be assessed next?

Fall 2015

Describe the program's assessment cycle:

Every semester.

When will the program undergo curriculum review next?

Describe changes made due to assessments:

Modifications to Tutor Training Seminar and tutor training meetings.  
Individual conferences

**Relation of Program to ILOs:**

Indicate which level (none, introductory, developmental, mastery) best describes the relationship of the program to GCC's Institutional Learning Outcomes (ILOs).

- |   |                            |                             |                                      |                               |
|---|----------------------------|-----------------------------|--------------------------------------|-------------------------------|
| 1. Communication                                  | <input type="radio"/> None | <input type="radio"/> Intro | <input checked="" type="radio"/> Dev | <input type="radio"/> Mastery |
| 2. Mathematical Competency/Quantitative Reasoning | <input type="radio"/> None | <input type="radio"/> Intro | <input checked="" type="radio"/> Dev | <input type="radio"/> Mastery |
| 3. Information Competency (literacy)              | <input type="radio"/> None | <input type="radio"/> Intro | <input checked="" type="radio"/> Dev | <input type="radio"/> Mastery |
| 4. Critical Thinking                              | <input type="radio"/> None | <input type="radio"/> Intro | <input checked="" type="radio"/> Dev | <input type="radio"/> Mastery |

5. Global Awareness and Appreciation  None  Intro  Dev  Mastery

6. Personal Responsibility  None  Intro  Dev  Mastery

### Institution-Set Standards (CTE Degree/Certificate Programs Only):

CTE degree and certificate programs must set a minimum standard for employment rate and, where applicable, minimum standards for licensure pass rates.

Employment Rate Trends (CTE Core Indicators)

2011-2012:                      2012-2013:                      Employment Standard:  %

Institution-Set Standard for Licensure Pass Rates (if appropriate to your program):  %

### Student is able to solve the errors for which he or she was referred.

<b>Assessment of SLOs</b>	Current SLOAC Status:	<input type="text" value="Ongoing"/>
	Last Assessed:	<input type="text" value="Spring 2014"/>
	When will this program be assessed next?	<input type="text" value="Fall 2015"/>
	Describe the program's assessment cycle:	<input type="text" value="Every semester."/>
	When will the program undergo curriculum review next?	<input type="text"/>
	Describe changes made due to assessments:	<input type="text" value="Modifications to Tutor Training Seminar and tutor training meetings. Individual conferences"/>

### Relation of Program to ILOs:

Indicate which level (none, introductory, developmental, mastery) best describes the relationship of the program to GCC's Institutional Learning Outcomes (ILOs).

- 1. Communication  None  Intro  Dev  Mastery
- 2. Mathematical Competency/Quantitative Reasoning  None  Intro  Dev  Mastery
- 3. Information Competency (literacy)  None  Intro  Dev  Mastery
- 4. Critical Thinking  None  Intro  Dev  Mastery
- 5. Global Awareness and Appreciation  None  Intro  Dev  Mastery
- 6. Personal Responsibility  None  Intro  Dev  Mastery

### Institution-Set Standards (CTE Degree/Certificate Programs Only):

CTE degree and certificate programs must set a minimum standard for employment rate and, where applicable, minimum standards for licensure pass rates.

Employment Rate Trends (CTE Core Indicators)

2011-2012:                      2012-2013:                      Employment Standard:  %

Institution-Set Standard for Licensure Pass Rates (if appropriate to your program):  %

### Student is now able to complete future assignments independently.

<b>Assessment of SLOs</b>	Current SLOAC Status:	<input type="text" value="Ongoing"/>
	Last Assessed:	<input type="text" value="Spring 2014"/>

When will this program be assessed next?

Fall 2015

Describe the program's assessment cycle:

Every semester.

When will the program undergo curriculum review next?

Describe changes made due to assessments:

Modifications to Tutor Training Seminar and tutor training meetings.  
Individual conferences

### Relation of Program to ILOs:

Indicate which level (none, introductory, developmental, mastery) best describes the relationship of the program to GCC's Institutional Learning Outcomes (ILOs).

- |   |                            |                             |                                      |                               |
|---|----------------------------|-----------------------------|--------------------------------------|-------------------------------|
| 1. Communication                                  | <input type="radio"/> None | <input type="radio"/> Intro | <input checked="" type="radio"/> Dev | <input type="radio"/> Mastery |
| 2. Mathematical Competency/Quantitative Reasoning | <input type="radio"/> None | <input type="radio"/> Intro | <input checked="" type="radio"/> Dev | <input type="radio"/> Mastery |
| 3. Information Competency (literacy)              | <input type="radio"/> None | <input type="radio"/> Intro | <input checked="" type="radio"/> Dev | <input type="radio"/> Mastery |
| 4. Critical Thinking                              | <input type="radio"/> None | <input type="radio"/> Intro | <input checked="" type="radio"/> Dev | <input type="radio"/> Mastery |
| 5. Global Awareness and Appreciation              | <input type="radio"/> None | <input type="radio"/> Intro | <input checked="" type="radio"/> Dev | <input type="radio"/> Mastery |
| 6. Personal Responsibility                        | <input type="radio"/> None | <input type="radio"/> Intro | <input checked="" type="radio"/> Dev | <input type="radio"/> Mastery |

### Institution-Set Standards (CTE Degree/Certificate Programs Only):

CTE degree and certificate programs must set a minimum standard for employment rate and, where applicable, minimum standards for licensure pass rates.

Employment Rate Trends (CTE Core Indicators)

2011-2012:

2012-2013:

Employment Standard:

%

Institution-Set Standard for Licensure Pass Rates (if appropriate to your program):

%

Student can explain successful study habits and memory techniques.

### Assessment of SLOs

Current SLOAC Status:

Ongoing

Last Assessed:

Spring 2014

When will this program be assessed next?

Fall 2015

Describe the program's assessment cycle:

Every semester.

When will the program undergo curriculum review next?

Describe changes made due to assessments:

Modifications to Tutor Training Seminar and tutor training meetings.  
Individual conferences

### Relation of Program to ILOs:

Indicate which level (none, introductory, developmental, mastery) best describes the relationship of the program to GCC's Institutional Learning Outcomes (ILOs).

- |   |                            |                             |                                      |                               |
|---|----------------------------|-----------------------------|--------------------------------------|-------------------------------|
| 1. Communication                                  | <input type="radio"/> None | <input type="radio"/> Intro | <input checked="" type="radio"/> Dev | <input type="radio"/> Mastery |
| 2. Mathematical Competency/Quantitative Reasoning | <input type="radio"/> None | <input type="radio"/> Intro | <input checked="" type="radio"/> Dev | <input type="radio"/> Mastery |
| 3. Information Competency (literacy)              | <input type="radio"/> None | <input type="radio"/> Intro | <input checked="" type="radio"/> Dev | <input type="radio"/> Mastery |
| 4. Critical Thinking                              | <input type="radio"/> None | <input type="radio"/> Intro | <input checked="" type="radio"/> Dev | <input type="radio"/> Mastery |
| 5. Global Awareness and Appreciation              | <input type="radio"/> None | <input type="radio"/> Intro | <input checked="" type="radio"/> Dev | <input type="radio"/> Mastery |
| 6. Personal Responsibility                        | <input type="radio"/> None | <input type="radio"/> Intro | <input checked="" type="radio"/> Dev | <input type="radio"/> Mastery |

**Institution-Set Standards (CTE Degree/Certificate Programs Only):**

CTE degree and certificate programs must set a minimum standard for employment rate and, where applicable, minimum standards for licensure pass rates.

Employment Rate Trends (CTE Core Indicators)

2011-2012:

2012-2013:

Employment Standard:  %

Institution-Set Standard for Licensure Pass Rates (if appropriate to your program):  %

**Student can better organize large assignments into manageable tasks.☐**

**Assessment of SLOs**

Current SLOAC Status:

Last Assessed:

When will this program be assessed next?

Describe the program's assessment cycle:

When will the program undergo curriculum review next?

Describe changes made due to assessments:

**Relation of Program to ILOs:**

Indicate which level (none, introductory, developmental, mastery) best describes the relationship of the program to GCC's Institutional Learning Outcomes (ILOs).

- 1. Communication  None  Intro  Dev  Mastery
- 2. Mathematical Competency/Quantitative Reasoning  None  Intro  Dev  Mastery
- 3. Information Competency (literacy)  None  Intro  Dev  Mastery
- 4. Critical Thinking  None  Intro  Dev  Mastery
- 5. Global Awareness and Appreciation  None  Intro  Dev  Mastery
- 6. Personal Responsibility  None  Intro  Dev  Mastery

**Institution-Set Standards (CTE Degree/Certificate Programs Only):**

CTE degree and certificate programs must set a minimum standard for employment rate and, where applicable, minimum standards for licensure pass rates.

Employment Rate Trends (CTE Core Indicators)

2011-2012:

2012-2013:

Employment Standard:  %

Institution-Set Standard for Licensure Pass Rates (if appropriate to your program):  %

**Student illustrated verbal or computational skills.☐**

**Assessment of SLOs**

Current SLOAC Status:

Last Assessed:

When will this program be assessed next?

Describe the program's assessment cycle:

When will the program undergo curriculum review next?

Describe changes made due to assessments:

Modifications to Tutor Training Seminar and tutor training meetings.  
Individual conferences

### Relation of Program to ILOs:

Indicate which level (none, introductory, developmental, mastery) best describes the relationship of the program to GCC's Institutional Learning Outcomes (ILOs).

- |   |                            |                             |                                      |                               |
|---|----------------------------|-----------------------------|--------------------------------------|-------------------------------|
| 1. Communication                                  | <input type="radio"/> None | <input type="radio"/> Intro | <input checked="" type="radio"/> Dev | <input type="radio"/> Mastery |
| 2. Mathematical Competency/Quantitative Reasoning | <input type="radio"/> None | <input type="radio"/> Intro | <input checked="" type="radio"/> Dev | <input type="radio"/> Mastery |
| 3. Information Competency (literacy)              | <input type="radio"/> None | <input type="radio"/> Intro | <input checked="" type="radio"/> Dev | <input type="radio"/> Mastery |
| 4. Critical Thinking                              | <input type="radio"/> None | <input type="radio"/> Intro | <input checked="" type="radio"/> Dev | <input type="radio"/> Mastery |
| 5. Global Awareness and Appreciation              | <input type="radio"/> None | <input type="radio"/> Intro | <input checked="" type="radio"/> Dev | <input type="radio"/> Mastery |
| 6. Personal Responsibility                        | <input type="radio"/> None | <input type="radio"/> Intro | <input checked="" type="radio"/> Dev | <input type="radio"/> Mastery |

### Institution-Set Standards (CTE Degree/Certificate Programs Only):

CTE degree and certificate programs must set a minimum standard for employment rate and, where applicable, minimum standards for licensure pass rates.

Employment Rate Trends (CTE Core Indicators)

2011-2012:

2012-2013:

Employment Standard:  %

Institution-Set Standard for Licensure Pass Rates (if appropriate to your program):  %

Assessed Programs: 0

Total Programs: 6

Assessment Rate: 0.0%

Question C.2. Is there demand for a new degree, certificate, program, or service that would meet the needs of students or the community? If so, please describe new programs or services you will propose adding. Also note that resource requests may be necessary to support new programs.

Please limit your response to 250 words.

N/A.

## Section C.3. Summary of Assessment Cycle

Section C.3 applies to all programs and services.

Question C.3. Examine the last three years of SLO and PLO assessments for your program. Summarize the changes that have been implemented and the changes that need to be implemented for program improvement. Relate your assessments to the Institutional Learning Outcomes (ILOs).

Please limit your response to 250 words.

OVERALL, DATA FROM TUTOR LOGS AND STUDENT SURVEYS SUGGESTS WE CONTINUE TO MEET OUR GOALS IN TUTORING SESSIONS. WHEN AVERAGING ALL LOGS OVER THE LAST THREE YEARS, TUTORS RATED THEIR SESSIONS AT A 4.30 OUT OF 5 (5 BEING BEST). WHEN AVERAGING ALL SURVEYS OVER THE LAST THREE YEARS, STUDENTS RATED THEIR SESSIONS AT A 4.37 OUT OF 5 (5 BEING BEST).

DATA FROM OUR WORKSHOP ASSESSMENTS AND EVALUATIONS SUGGESTS WE CONTINUE TO MEET OUR GOALS. WHEN AVERAGING ALL EVALUATIONS OVER THE LAST THREE YEARS, STUDENTS RATED THE WORKSHOPS AT A 4.70 OUT OF 5 (5 BEING BEST). WHEN AVERAGING RESULTS OVER THAT PAST TWO YEARS, WE SAW A 37.68% IMPROVEMENT BETWEEN THE PRE-TEST AND POST-TEST.

BASED ON SLO ASSESSMENTS, WE WILL CONTINUE TO UPDATE OUR TUTOR TRAINING CURRICULUM TO ADDRESS GAPS, WEAKNESS, OR NEW CHALLENGES. SEVERALS READINGS WERE UPDATED TO ADDRESS PERCEIVED DEFICIENCIES IN SLOs. IN REGARDS TO WORKSHOPS, WE HAVE HELD TRAINING MEETING FOR WORKSHOP INSTRUCTORS TO IMPROVE THE QUALITY OF INSTRUCTION.

Overall, data from tutor logs and student surveys suggests we are meeting our goals in tutoring sessions. When averaging all logs over the last three years, tutors rated their sessions at a 4.25 out of 5 (5 being best). When averaging all surveys over the last three years, students rated their sessions at a 4.36 out of 5 (5 being best).

We added assessments and evaluations to our workshop series. So far the results have been very positive. When averaging all evaluations over the last three years, students rated the workshops at a 4.76 out of 5 (5 being best). We added pre- and post-tests in Spring 2012. When averaging results over that past two years, we saw a 41.74% improvement between the pre-test and post-test. That is a significant margin of improvement for what is essentially a 45-50 minute workshop (after allowing students 10-15 minutes to complete evaluations and tests).

Based on SLO assessments, we will continue to update our tutor training curriculum to address gaps, weakness, or new challenges. Various modules have been added to the Tutor Training Seminar including areas on reading, working with students with hidden disabilities, and explaining successful study habits and memory techniques. We have used workshop data to define objectives and outcomes in formal workshop outlines, improved assessments, and shared evaluation data with faculty to improve instruction.

Our learning support services improve students' communication and critical thinking skills, as well as their application of knowledge in terms of information competency, quantitative reasoning, global awareness, personal responsibility, and coherence among disciplines. At all times, tutors, staff, and faculty promote openness to diversity. The Tutor Training Seminar stresses the importance of applying knowledge in order to achieve mastery of course content or core skills. Writing tutors help students assess the reliability of sources (information competency), math tutors help students improve their quantitative reasoning, and all tutors stress the importance of agency and independence (personal responsibility). Tutors are trained to be sensitive to cultural differences and to be aware of global trends.

## D. Program Evaluation and Needs

**Section D applies to all programs and services.**

### Distance Education

Question D.1. How have changes in service delivery, particularly distance education, required changes in the skills of staff? How are staff being trained, retrained, and developed? What staff development opportunities have been utilized in the past five years? When were faculty teaching courses through distance education trained last?

During 2013-2014 we did not have any changes in service delivery that required changes in skills of staff. Staff will be trained, retrained, and developed on an as-needed basis depending on any changes to our services. Staff are encouraged to attend various staff development opportunities offered at GCC, but since the staff development budget has been cut over the last several years, those opportunities are fewer. Hopefully, the staff development program will be revitalized, so staff can continue to receive training in areas that will help enhance their job skills.

In terms of distance education, the Learning Center will begin offering online tutoring through Smarthinking beginning in 2015. Staff will be trained in showing students how to use this service. IN FALL OF 2014, WE HOSTED A TRAINING SESSIONS FOR STAFF IN THE LEARNING CENTER TO LEARN MORE ABOUT THIS SERVICE.

### Technology

Question D.2. How has technology been integrated into the service and administrative functions of the unit? How successful have these efforts been? How has the unit developed hardware, software, and training support? How has the unit addressed security and obsolescence issues?

WE BEGAN PROVIDING ONLINE TUTORING THROUGH SMARTHINKING IN WINTER 2015. THIS IS A TWO YEAR PILOT, AND SO FAR STUDENTS LIKE HAVING ACCESS TO THIS SERVICE.

We use SARS Grid and Trak to book appointments for students and track usage. We also provide laptops for tutors to use during their sessions. Overall the integration of technology has been fairly successful. SARS Software Support has been very responsive to any technical issues that arise. We will continue to encourage tutors to use laptops during their sessions, but they will require training in order to understand how best to utilize online resources. Security and obsolescence issues are handled by the I.T. Department which has also been responsive to our needs.

### Currency

Question D.3. What activities have been conducted to assure and enhance the currency of the program, including any services, degrees, or certificates included in the program?

WE BEGAN PROVIDING ONLINE TUTORING THROUGH SMARTHINKING IN WINTER 2015. THIS IS A TWO YEAR PILOT, AND SO FAR STUDENTS LIKE HAVING ACCESS TO THIS SERVICE. IN FALL OF 2014, WE HOSTED MULTIPLE TRAINING SESSIONS FOR INTERESTED FACULTY TO LEARN MORE ABOUT THIS SERVICE.

## Staffing

Question D.4. Is staffing adequate for your program? Are any vacant positions unnecessary? Are the skills of your current staff members meeting the needs of your area? Is any additional training needed?

Currently there are no vacant positions, but staffing is not adequate for our program. We need to consider hiring a part-time classified employee, so that we have at least two people to cover the hours we are open. At the moment we do not have two people to cover Monday evenings or Saturdays. This makes it difficult to staff the Center when an employee is out sick, has an emergency, or wants to take vacation. Having at least two employees each hour will allow us to continue to provide service to students while also addressing employee needs.

Skills of current staff members are meeting the needs of our area, but in the future additional training will be necessary. As we introduce more technology in the Learning Center, we will need to upgrade an Instructional Lab Technician to a Sr. Instructional Computer Instructional Lab Technician. The Instructional Lab Technician has already submitted a reclassification request to Human Resources. THIS RECLASSIFICATION WAS APPROVED IN SPRING 2015.

Question D.5. Describe the number and assignments of hourly employees and student employees that your program requires? Is there a need for additional short-term employees or student employees, within college and state guidelines and restrictions?

WE GENERALLY HAVE AROUND 40-45 STUDENT TUTORS EACH SEMESTER. WE WILL CONTINUE TO NEED AT LEAST THIS MANY TUTORS EACH YEAR TO ENSURE THAT WE ARE PROVIDING ADEQUATE TUTORING OPTIONS FOR STUDENTS. STUDENT EQUITY AND SUCCESS INITIATIVES ACROSS CAMPUS FREQUENTLY REQUIRE STUDENTS TO USE OUR SERVICES, SO WE WILL NEED TO MONITOR WHETHER WE NEED TO INCREASE THE NUMBER OF TUTORS IN THE FUTURE.

## Duplication of Services

Question D.6. Is there overlap or duplication of services with other units of the campus? How could this be reduced, if appropriate?

The Math Discovery Center provides drop-in math tutoring for students currently enrolled in math classes. However, sessions are limited to 5-10 minutes and generally focus on higher level math classes. Since this type of tutoring is fundamentally different from the math tutoring offered in the Learning Center, there is no need to reduce this duplication of services. However, students and staff should be better informed on the differences between each service, to minimize confusion.

The Biology Department offers biology tutoring in the Tom Rike Study Room (SG 203), providing tutors for Biology 120 and 115. Since the Learning Center has traditionally had a difficult time recruiting biology tutors, this overlap of services is not a major problem. However, since these tutors do not work for the Learning Center, they currently do not undergo any type of tutor training which may be an important factor to consider in the future.

Currently Alpha Gamma Sigma and Scholars students provide volunteer tutoring to students at various locations on campus.

## E. Program Plan

### Section E applies to all programs and services.

Based on assessments and needs, define your program's plan for the next three years here.

Program Plan Item

1

**Program Goal:**

Increase faculty involvement in the Learning Center

Action item:	Encourage faculty to hold one office hour in the Learning Center or received flex credit for tutoring.
Anticipated changes/improvements:	Increase faculty involvement in the Center. Create greater investment in our services. Facilitate outreach efforts. Provide
How will improvements be measured?	Tutor logs and student surveys. Consultations with Faculty Coordinator.
Timeline for completion:	Ongoing
Link to Mission Statement:	
Link to Vision Statement:	
Link to GCC Comprehensive Plan:	Learning Center Plan
Link to Annual Goals:	Operating Principle 3. Faculty will continue to have a leading role in the exploration, evaluation, and implementation of delivery modes
Link to Institutional Learning Outcomes:	

If this program plan item was included in a previous year's program review, describe current progress on the item:

THE LEARNING CENTER COORDINATOR ATTENDED MULTIPLE MEETINGS -- FOR DIVISION, ALL FACULTY, SPECIAL PROGRAMS, AND OTHER SERVICES -- TO INFORM FACULTY OF OUR SERVICES AND INVITE THEM TO BE MORE INVOLVED WITH THE LEARNING CENTER.

### Program Plan Item 2

<b>Program Goal:</b>	Continue to utilize SLOs
Action item:	Continue to define, assess, and analyze SLOs and use data for program improvement.
Anticipated changes/improvements:	Add modules to the Tutor Training Seminar to improve SLO results. Add topics for discussion at tutor training meetings.
How will improvements be measured?	Tutor logs and student surveys.
Timeline for completion:	Ongoing
Link to Mission Statement:	
Link to Vision Statement:	
Link to GCC Comprehensive Plan:	Learning Center Plan
Link to Annual Goals:	Annual Goal 5. Increase levels of assessment of student learning outcomes at the course, program, and institutional levels; formalize
Link to Institutional Learning Outcomes:	

If this program plan item was included in a previous year's program review, describe current progress on the item:

OVERALL, DATA FROM TUTOR LOGS AND STUDENT SURVEYS SUGGESTS WE CONTINUE TO MEET OUR GOALS IN TUTORING SESSIONS. WHEN AVERAGING ALL LOGS OVER THE LAST THREE YEARS, TUTORS RATED THEIR SESSIONS AT A 4.30 OUT OF 5 (5 BEING BEST). WHEN AVERAGING ALL SURVEYS OVER THE LAST THREE YEARS, STUDENTS RATED THEIR SESSIONS AT A 4.07 OUT OF 5 (5 BEING BEST).

### Program Plan Item 3

<b>Program Goal:</b>	Complete Learning Center remodel
Action item:	Awaiting DSA approval.
Anticipated changes/improvements:	Create a space for students and tutors that is more conducive to learning and student success. Add space for small learning groups
How will improvements be measured?	Tutor logs and student surveys.
Timeline for completion:	Summer 2015
Link to Mission Statement:	

Link to Vision Statement:

Link to GCC Comprehensive Plan:

Learning Center Plan

Link to Annual Goals:

Annual Goal 9. The college will develop a "green" policy and implement it in order to work toward reducing the use of paper and

Link to Institutional Learning Outcomes:

If this program plan item was included in a previous year's program review, describe current progress on the item:

WE NOW HOPE TO COMPLETE THIS PROJECT IN 2016.

**Program Plan Item 4**

**Program Goal:**

Maintain the workshop series

Action item:

Continue to offer a variety of workshops at different times to help students improve their writing skills.

Anticipated changes/improvements:

Students will feel more confident about the writing process.

How will improvements be measured?

Assessments and evaluations will allow us to measure workshop effectiveness and make improvements.

Timeline for completion:

Ongoing

Link to Mission Statement:

Link to Vision Statement:

Link to GCC Comprehensive Plan:

Learning Center Plan

Link to Annual Goals:

Annual Goal 5. Increase levels of assessment of student learning outcomes at the course, program, and institutional levels; formalize

Link to Institutional Learning Outcomes:

If this program plan item was included in a previous year's program review, describe current progress on the item:

WE ADDED KEYS TO COLLEGE SUCCESS WORKSHOPS IN SPRING 2015.

**Program Plan Item 5**

**Program Goal:**

Increase math, other subject, and writing tutoring

Action item:

Increase awareness of our services through various outreach efforts.

Anticipated changes/improvements:

Serve more students and increase access. Build better relations with other divisions on campus. Increase awareness of our services

How will improvements be measured?

Usage will be tracked using SARS Grid.

Timeline for completion:

Ongoing

Link to Mission Statement:

Link to Vision Statement:

Link to GCC Comprehensive Plan:

Learning Center Plan

Link to Annual Goals:

Annual Goal 7. The college will strengthen its use of social media to provide information to students, faculty, staff, and the community

Link to Institutional Learning Outcomes:

If this program plan item was included in a previous year's program review, describe current progress on the item:

WE SAW AN INCREASE IN MATH (13%), OTHER SUBJECT (80.9%), AND WRITING TUTORING (7%) IN 2014-2015.

## F. Report on 2014-2015 Funded Resource Requests

### Section F applies to all programs and services.

Please list all resource requests (including personnel requests) funded by the Budget Committee or any other funding sources in Academic Year 2014-2015. For each request which was funded and received, please describe the impact of its receipt (how the item specifically impacted your division/department). How will you continue to measure the impact of this item?

Resource request funded in 2014-2015:	Learning Center Remodel
Impact of item on program:	Create a space for students and tutors that is more conducive to learning and student success. Add space for
How will the impact continue to be measured?	Tutor logs, student surveys, workshop evaluations, workshop pre/post tests

## G. Program Resource Requests (All Programs)

### Section G applies to all programs and services.

CHAC	Request to hire a half-time (50%) Instructional Lab Technician	Note: Carried over from 2014-2015.
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### Program Review - Summary Narrative

If your program review was a full review this year, please briefly describe the major changes you made. If your program review was a review/update this year, please briefly describe the review process and whether any significant changes were made.

THIS YEAR WE WERE REQUIRED TO PROVIDE AN UPDATE. WE REVIEWED THE DOCUMENT FROM 2014-2015, AND MADE THE MOST SIGNIFICANT CHANGES TO SECTIONS B, C.3, AND E (TREND ANALYSIS, SUMMARY OF ASSESSMENT CYCLE, AND PROGRAM PLAN RESPECTIVELY)

OVERALL, STUDENT CONTACTS WERE UP 3.5% FOR 2014-2015. WE SAW INCREASES IN MATH TUTORING (13%), WRITING TUTORING (7%), AND OTHER SUBJECT TUTORING (80.9%).

OVERALL, DATA FROM TUTOR LOGS AND STUDENT SURVEYS SUGGESTS WE CONTINUE TO MEET OUR GOALS IN TUTORING SESSIONS. WHEN AVERAGING ALL LOGS OVER THE LAST THREE YEARS, TUTORS RATED THEIR SESSIONS AT A 4.30 OUT OF 5 (5 BEING BEST). WHEN AVERAGING ALL SURVEYS OVER THE LAST THREE YEARS, STUDENTS RATED THEIR SESSIONS AT A 4.37 OUT OF 5 (5 BEING BEST).

DATA FROM OUR WORKSHOP ASSESSMENTS AND EVALUATIONS SUGGESTS WE CONTINUE TO MEET OUR GOALS. WHEN AVERAGING ALL EVALUATIONS OVER THE LAST THREE YEARS, STUDENTS RATED THE WORKSHOPS AT A 4.70 OUT OF 5 (5 BEING BEST). WHEN AVERAGING RESULTS OVER THAT PAST TWO YEARS, WE SAW A 37.68% IMPROVEMENT BETWEEN THE PRE-TEST AND POST-TEST.

WE CONTINUE TO MAKE PROGRESS ON OUR PROGRAM PLAN FOR THE NEXT THREE YEARS.