Learning Assistance Department
SLO Overview
Fall 10

LERN 10: Introduction to Tutoring - for CCSF students who are newly-hired to tutor in the LAC

WASC calls for colleges to develop Student Learning Outcomes for each course and program. The Learning Assistance Center at City College of San Francisco responded to this call Fall 07 by developing SLO’s specific to our tutor training course. First, the faculty developed outcomes, activities, tutor reflections and faculty assessments. Then during Fall 08 we addressed the problem of evaluating the faculty assessments.

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The Learning Assistance Department developed two complimentary online surveys to assess the student learning outcomes in the tutor training course. We wanted to understand how the SLO’s covered in the tutor training course were used in tutoring by tutors who completed the tutor training course. We also wanted to understand if students who are tutored by those tutors believe they are recipients of the same outcomes.

We have used these two surveys for six semesters now and have learned which tutoring strategies are most used, least used, most valued, and require changes. Indeed, the assessment has pointed the way to a number of changes in the course curriculum.

LERN 50: College Success - for CCSF students have completed the college success course

During Fall 06 College Success faculty engaged in an extensive dialogue to develop SLO’s and teaching “Best Practices” for the course. As a result, the LERN 50 course was redesigned with SLO’s in mind and an SLO rubric was developed. This activity included redefining SLO’s, content, and assessment activities for the course.

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During Spring 07 a College Success Survey was developed and administered to students who completed LERN 50 with an A, B, or C grade (Fall 2006), enrolled in a subsequent term, and had an email in Banner. The survey was also administered Spring 08, 09 and 10. The purpose of the survey was to assess the students’ application of SLO’s in current classes. The survey also assessed the overall usefulness of SLO’s for the course. The data from this survey has been used to redesign the SLO’s for LERN 50.

We are beginning to understand which SLO’s for LERN 50 are being applied to other courses. We are also starting to understand which SLO’s students apply more/less frequently. This data has assisted the faculty in the development of course curriculum for College Success and its faculty.

New Learning Assistance Department Surveys and Survey Formats

The Learning Assistance Department, during Fall 10, reformatted all its assessment surveys following the purchase of a Survey Monkey license. They now have the following SLO assessment surveys:

- LAC Tutor Survey: Assesses tutors’ ability to use tutoring techniques taught in the course.
- LAC Student Survey: Assesses (1) students’ review of tutors’ abilities, and (2) students’ own learning while tutoring.
- LAC College Success Survey: Assesses students’ use of college success skills one semester after completing their college success course.
- LAC Computer Lab Survey: Assesses (1) students’ review of computer lab and its staff, and (2) students’ own learning while using the LAC computers.
Analysis of Fall 10 Surveys using the new Survey Formats
LERN 10 and LERN 1000

The Learning Assistance Department re-evaluated the SLO process for the LAC Tutorial Program by creating new surveys using Survey Monkey. A few significant findings follow based on our Fall 10 assessments follow:

LERN 10 Tutor Training: 30 Tutor Respondents Fall 10
- 77% said they usually listen exceptionally carefully to their students’ questions and ideas.
- 57% said they usually have excellent knowledge of the subject they tutor.
- 47% said they usually apply their awareness of cultural differences when they tutor.
- 17% said they usually tutor with an idea of their students’ learning styles.

LERN 1000 Supervised Tutoring: 122 Student Respondents Fall 10
- 60% said their tutors usually listen exceptionally carefully to their students’ questions and ideas.
- 61% said their tutors usually have excellent knowledge of the subject they tutor.
- 55% said their tutors usually are aware of cultural styles that make them comfortable.
- 40% said their tutors usually are aware of their learning styles.

LAC Computer Lab: 184 Student Respondents Fall 10
- 60% strongly agree that the LAC Computer Lab hours helped them with their homework.
- 52% strongly agreed that the staff helped with Internet and software applications.
- 51% strongly agreed that the staff explains technical points clearly

Changes made as a result of the above three assessments:
- Improved the tutor training course by expanding the unit on diversity and equity; trained a new instructor to co-lead the course and incorporated her ideas into the program; and developed additional resources for questioning and learning styles.
- Improved training of LAC Computer Lab staff to better attend to student needs.

SLO’s for the Writing Success Project

Certificated and classified staff collaborated to develop a new set of SLO’s by utilizing Survey Monkey to analyze collected data and redesign the WSP Exit and WSP Study Groups surveys to administer in-class. A few significant findings follow based on our Fall 10 assessments:

WSP: 274 Student Respondents Fall 10 - 92% utilized the linked study groups. Of those students:
- 98% said the study groups helped them understand their assignments better
- 96% said that the study groups helped them organize their essays better
- 93% said that attending study groups has encouraged them to continue in WSP courses

Additionally, 91% of students who received counseling and 94% who received writing coaching were satisfied with the services provided. Overall, the program received a 97% satisfaction rating from respondents.