

Listening to our Students, Tutors, and Faculty: Applying assessment results to Learning Assistance Center program improvement

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For the complete PowerPoint presentation, go to www.ccsf.edu/lac

Learning Assistance Center Mission Statement Assessment Tools

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SWOT Analysis

SWOT Analysis is an effective way of identifying Strengths and Weaknesses of the LAC, and of examining the Opportunities and Threats the LAC may face.

This analysis using the SWOT framework will enable us to focus our activities into areas where we are strong, and where the greatest opportunities lie.

*Learning Assistance Center
Faculty Needs Survey – 1st slide
Learning Assistance Center
Faculty Needs Survey – 2nd slide
Learning Assistance Center
Student Needs Survey
Learning Assistance Center*

Student Evaluation – 1st slide

Learning Assistance Center

Student Evaluation – 2nd slide

CCSF Learning Assistance Center
Student Evaluation Survey: Results

Of 47 surveys completed during the 15th week of the Spring 04 semester:

- 22 students are studying towards a 4-year degree and 18 students are studying towards a 2-year degree.
- 46 students agreed that their Learning Assistance Center experience usually/often helped towards their goal.
- 45 students agreed that their Learning Assistance Center experience helped them succeed in their courses.
- 10 students expected a grade of A or B BEFORE using the Learning Assistance Center, while 39 students expected a grade of A or B AFTER using the Learning Assistance Center.
- The Learning Assistance Center usually/often helped students
 - Develop job skills – 27
 - Organize time – 24
 - Practice problem-solving skills – 36
 - Recognize areas for improvement – 36
 - Add new information to current knowledge – 41

Learning Outcomes

in Tutor Training Courses

Tutor Learning Outcomes

By the end of the semester, you will have

- Tutored students for a minimum of 25 hours

By the end of this course you will be able to

- Demonstrate your ability to use effective techniques in your tutoring/mentoring sessions, and
- Evaluate your challenges and successes in tutoring.

Homework Assignment:

A Case Study where you will address the above learning Outcomes.

- Describe one tutoring session you completed with a student this semester from the first “hello” to the last “good-bye.”
- Include an analysis of techniques you used in this session, including techniques listed on the next page: roles, responsibilities, processes, questioning, independent learning, direct study, positive reinforcement, listening, student verbalization, learning styles and strategies, problem solving, and diversity issues.
- Evaluate on your challenges and successes while using the techniques: Why did they work or not work?
- What techniques do you hope to further develop as you continue to tutor?

An analysis of your outcomes in this course.

- During your first tutor training session you wrote your definition of tutoring. You continued to update your definition at the end of each session. Now, write your current definition of tutoring by discussing how it has developed through the course of this semester. What did you learn this semester that you will take away with you for future personal use?

Learning Outcomes:

VTEA Tutors – 1st slide

VTEA Student Learning Outcomes
LERN 10: Introduction to Tutoring – One-Unit course

At the first class session of LERN 10: Introduction to Tutoring, Spring 04, I asked my students, all of whom had been hired as tutors in the Learning Assistance Center, the following question:

“What are your goals for tutoring this semester?”

At the end of the semester, after tutoring for 15 weeks, I asked the following questions:

“How has your tutoring developed from your initial tutoring sessions?”

“What did you learn this semester that you will apply to your future education and career?”

Responses are on the next slide.

Learning Outcomes:

VTEA Tutors – 2nd slide

Microbiology and Physiology Tutor:

Pre: *My goal is to help other students...myself...improve my skills...challenge myself...*

Post: *My goal became learning how to talk less, yet explain more... grouping students for the best discussions...using different learning styles for different students.*

Nursing Chemistry (CHEM 32) Tutor:

Pre: *My goal is to help others and understand the material better...work on my communication skills...meet people...build my self-esteem and self confidence*

Post: *I am now better at managing my time in the sessions...being a leader...listen actively...sense of accomplishment.*

Anatomy (ANAT 25) Tutor:

Pre: *I want to help lost of people...get a sense of self-worth...*

Post: *Tutoring is a heart-warming experience...I've made a difference...meet diverse set of students...increased my ability to adapt myself.*

Accounting ACCT 1) Tutor:

Pre: *My goal is to achieve self-confidence...be more competent.*

Post: *I learned that my students were my teachers...I learned through their questions...amazed at how appreciative students were.*

Algebra Study

Faculty-Staff Morale Survey – 1st Slide

<http://research.ccsf.edu/Surveys.asp>

Learning Assistance Center Survey

The purpose of this survey is to assess morale. Please respond to the following questions candidly. Responses are anonymous and only group data will be reported. (For the purposes of this questionnaire, supervisor means immediate and most frequent supervisor.)
CCSF Surveys can be found at <http://research.ccsf.edu/Surveys.asp>

Faculty-Staff Morale Survey – 2nd Slide

Faculty-Staff Morale Survey – 3rd Slide

Faculty-Staff Morale Survey – 4th Slide

Learning Assistance Department

FTES – WSCH Report