1. Description of Programs and Services and their Locations

Mission
The mission of the Learning Assistance Department is to provide a supportive environment that promotes active learning and encourages collaboration among members of our diverse community. Toward this goal, we assist students in achieving their academic, vocational, and personal goals through our academic-support program offerings: college success courses and workshops, peer-led Supplemental Instruction small groups, student-centered peer and professional tutoring, and an open-access computer lab.

Learning Outcomes
Learning Assistance Department students learn to apply a variety of active learning strategies to their personal growth and values, academic study skills, critical and creative reasoning proficiency, and tutoring abilities.

Programs and Services

The Learning Assistance Center (R207) and its associated programs assist students in mastering their course material, enabling them to become efficient, independent learners. These programs are located in the Rosenberg Library, R207.

The Tutorial Center provides one-to-one and small group tutoring in 34 subjects including mathematics, English, ESL, chemistry, physics, accounting, economics, psychology, anatomy, physiology, statistics, music, nursing, and foreign language courses. Academic peer tutors are students who received high grades in their courses and recommendations from their instructors. These trained tutors assist students in their weekly assignments as well as with their study techniques. Tutors focus on providing tutoring in the basic skills areas. Students drop in daily to meet with tutors after a short registration process. Ongoing support for English language-learners (both current and former ESL students) includes tutoring and workshops.

The LAC Computer Lab offers access to the Internet, word processing and printing to all City College students. It also offers educational CD-ROM and software programs for students taking identified academic classes such as anatomy, business, computer science, computer information technology, English, ESL, mathematics, and science. Laboratory assistants help students in selecting and using the laboratory’s hardware and software. Student workers focus on providing students with basic computer literacy skills as necessary to succeed in their coursework.

College Success Classes are offered through the LAC. These courses include LERN 50-College Success, LERN 51-College Success Basics, and LERN 55-Successful Online Learning. These classes are especially valuable to students attempting to raise their grade-point averages, re-enter college, or succeed in college. The focus is on life management, learning styles, personal and educational values, instructor-student relations, maintaining health, memory and concentration, lecture notetaking, textbook studying, subject-specific studying, test taking, using the library, critical analysis, problem solving, and creative thinking. Drop-in college success workshops are available.

The Writing Success Project links with English and ESL composition sections to provide weekly group study sessions. Additional services, including LERN classes, workshops, student grants, help with scholarship and transfer applications, and counseling, are available to TRIO-eligible students. Services are intended for US citizens and residents who meet federal criteria based on family income, parent education, and/or disability.
The LAC @ Mission Campus offers tutoring and computer lab support for students taking English, ESL and math courses at Mission Campus. Both credit and noncredit students use LAC services at Mission Campus.

The Mobile LAC provides one-to-one and small group tutoring to incarcerated youth who have graduated or who are close to graduating with a GED or High School Diploma. Students sign up for CCSF online courses while still incarcerated. The aim of the Mobile LAC is to help facilitate their success with current CCSF online courses, and to help prepare them for college life upon release. We then connect them with the CCSF 2nd Chance program, when possible. If a student is transferred to an adult prison upon turning 18, we communicate their academic progress to the judge who may decide to lessen the sentence and/or send them to a facility where they can continue their education. The Mobile LAC works in co-ordination with the Second Chance Program, the San Francisco Probation Department, San Francisco Court Schools, Log Cabin Ranch and San Francisco Juvenile Justice Center.
2. Data regarding Personnel, Student Contacts, Expenditures, and Productivity; also Student Demographics and Student Success, when available

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<td>Students</td>
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<tr>
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<td>Noncredit Regular FTES x $2745</td>
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<td>Noncredit CDCP FTES x $3232</td>
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</tbody>
</table>

### Credit Data

- **FTES**
  - 2004-05: 79.38
  - 2005-06: 138.44
  - 2006-07: 122.84
  - 2007-08: 144.85
  - 2008-09: 162.74

- **Enrollment**
  - 2004-05: 12,795
  - 2005-06: 20,709
  - 2006-07: 18,819
  - 2007-08: 19,233
  - 2008-09: 21,583

- **Headcount**
  - 2004-05: 5,108
  - 2005-06: 6,126
  - 2006-07: 6,417
  - 2007-08: 6,688
  - 2008-09: 7,676

**Noncredit Data**

- **FTES**
  - 2004-05: 415.05
  - 2005-06: 351.18
  - 2006-07: 408.46
  - 2007-08: 459.76
  - 2008-09: 639.02

**Expenditures**

- **Unrestricted Total**
  - 2004-05: $970,498
  - 2005-06: $1,042,115
  - 2006-07: $1,142,205
  - 2007-08: $1,213,671
  - 2008-09: $1,394,159

- **Restricted Total**
  - 2004-05: $146,326
  - 2005-06: $166,994
  - 2006-07: $238,151
  - 2007-08: $240,031
  - 2008-09: $203,027

**Revenue**

- **Credit FTES x $4565**
  - 2004-05: $362,347
  - 2005-06: $631,992
  - 2006-07: $560,774
  - 2007-08: $661,259
  - 2008-09: $742,904

- **Noncredit Regular FTES x $2745**
  - 2004-05: $1,139,315
  - 2005-06: $963,995
  - 2006-07: $1,121,214
  - 2007-08: $1,262,036
  - 2008-09: $1,754,104

- **Noncredit CDCP FTES x $3232**
  - 2004-05: $0
  - 2005-06: $0
  - 2006-07: $0
  - 2007-08: $0
  - 2008-09: $0
### Student Demographics

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<tr>
<th>Learning Assistance Programs (6430)</th>
<th>Academic Year</th>
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<tr>
<td>Age</td>
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<tr>
<td>16 - 19</td>
<td>16%</td>
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<tr>
<td>20 - 24</td>
<td>39%</td>
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<td>25 - 29</td>
<td>15%</td>
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<td>30 - 34</td>
<td>9%</td>
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<td>35 - 39</td>
<td>6%</td>
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<tr>
<td>40 - 49</td>
<td>9%</td>
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<tr>
<td>50 Plus</td>
<td>5%</td>
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<tr>
<td>Unknown/No Response</td>
<td>0%</td>
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<tr>
<td>Bogg</td>
<td>58%</td>
</tr>
<tr>
<td>None</td>
<td>42%</td>
</tr>
<tr>
<td>Ethnicity</td>
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<tr>
<td>Bogg</td>
<td></td>
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<tr>
<td>None</td>
<td></td>
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<tr>
<td>African American/Non Hispanic</td>
<td>12%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
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<tr>
<td>Asian (excluding SouthEast)</td>
<td>32%</td>
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<tr>
<td>Filipino</td>
<td>8%</td>
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<tr>
<td>Hispanic/Latino</td>
<td>17%</td>
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<tr>
<td>Other Non White</td>
<td>3%</td>
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<tr>
<td>Pacific Islander</td>
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<tr>
<td>SouthEast Asian</td>
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<td>Unknown/No Response</td>
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<tr>
<td>White Non Hispanic</td>
<td>18%</td>
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<td>Gender</td>
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<tr>
<td>Female</td>
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<td>Male</td>
<td>42%</td>
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<tr>
<td>Total Students</td>
<td>4932</td>
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3. Data regarding Student/Employee Satisfaction—

No new satisfaction data is available this year.

4. Reflections on the data trends represented above.

Over the five years between 04/05 – 08/09 – from Data Chart

- 2008-2009 Credit FTES: CCSF=25,815; LAC=163 Therefore LAC provides .6% of Credit FTES
- 20008-2009 Noncredit FTES: CCSF=3365; LAC=639. Therefore LAC provides 19% of Noncredit FTES
- Credit student FTES and Revenue: Up 49%
- Noncredit student FTES and Revenue: Up 65%
- Unrestricted Expenditures: Up 70%
- “Restricted Expenditures” relate to the Writing Success Grant Program.

<table>
<thead>
<tr>
<th>Listed Above</th>
<th>Actual Budgeted</th>
<th>Difference</th>
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<tbody>
<tr>
<td>Restricted 1000</td>
<td>$203,027</td>
<td>$191,532</td>
</tr>
<tr>
<td>Restricted 2000</td>
<td>$144,640</td>
<td>$87,489</td>
</tr>
</tbody>
</table>

District picked up 52% of WSP Director’s salary in 08/09, which doesn’t show here. Will work with research to have corrections for next cycle.
For the Academic Year 2008-2009 – from Demographic Charts for CREDIT Students

Ages 16-24: CCSF=39% LAC=60%
Bogg: CCSF- 28% LAC=58%
African-American: CCSF=8% LAC=14%
White: CCSF=27% LAC=14%

Comparisons from: Environmental Scan 2010 Internal Trend, PP3, and 26.

5. Internal and external developments affecting the Learning Assistant Department during the past year.

During 09/10:
• Hired new full time college success faculty from consolidations.
• Developed new LAC website in response to CCSF’s new website template.
• Decreased four sections of LERN 50 College Success sections each semester due to CCSF budget cuts.
• Decreased Lab Aide expenditures 10% due to CSSF budget cuts.
• Coordinated with “IT Reorganization Plan” resulting in the supervision of LAC Computer Lab staff by IT.
• Updated LERN 1000 course requirements and outline to come into compliance with new state regulations.
• Re-certified LERN 10 Tutor Training with CRLA (College Reading Learning Assoc.) and was named a model program.

6. In last year’s program review, many departments with courses and programs identified a six-year plan for reviewing all of their courses and programs. Summarize your progress to date on the plans made in your department.

• The Learning Assistance Department updated most of our course outlines during the 08/09 academic year.
• The LERN 1000 course outline was updated S10 to bring the course in line with new State regulations.
  See Attachment A for details and future update schedule.

7. In last year’s program review, many departments identified plans for improvement in services, courses, and programs based on the assessment of learning outcomes. Summarize your progress to date on the plans made in your department. Changes as a result of SLOs from 08/09:

Progress on SLO’s:
The Learning Assistance Department first developed two SLO’s during the Fall 2006 semester and has proceeded through three cycles of assessment and improvement.

• LAC Tutorial Program – (LERN 10: Tutor Training): Resulting from tutor and student surveys, and faculty discussions, faculty now emphasize the use of direct questioning techniques; study skills instruction, and basic skills integration.
  See Attachment B for details.

• LERN 50 College Success: Resulting from the assessment of student surveys of the most used strategies in courses in the semester following completion of the college success course, faculty now emphasize time management and goal setting more than previously; teach reading techniques more deeply; and develop more activities based on critical analysis. See Attachment B for details of this SLO.
  See Attachment B for details.
8. **Summarize progress to date on prior year’s planning objectives (excluding progress already cited in #6 and #7).**

**Progress on last year’s planning objectives:** (Other than course updates and SLO’s)

- **Supplemental Instruction:** Integrated SI into chemistry and physics courses.
- **Math 860 Lab:** Added 8 computers to the Math 860 Place for students to complete their math homework online with assistance from LAC tutors.
- **College Success Mentors:** Successfully trained and incorporated these mentors to assist in LERN 50 sections.
- **New LAC Website:** Continued to develop our new LAC website.
- **Writing Success Project:** Completed iTunes, U podcast and Face book page.

9. Please review the 2006 Education Master Plan. Using explicit references to the Plan (e.g., “Section IV.1. first bullet”), please provide a brief progress report for those items related to your department or unit. The plan is located at this link: [http://www.ccsf.edu/Offices/Research_Planning/pdf/edplan06.pdf](http://www.ccsf.edu/Offices/Research_Planning/pdf/edplan06.pdf)

**Learning Assistance Department Planning Progress Report for 09/10:**

- Promoted excellence in our programs by hiring a new full time college success instructor from consolidated funding.
  
  *2006 Education Master Plan: Section IV.1. 1st bullet, P221.*

- Integrated credit and non-credit operations and services by creating our new LAC website and developing our LAC @ Mission campus where both credit and noncredit courses are tutored.
  
  *2006 Education Master Plan: Objectives & Activities III. 8.2 and 9.1, P230.*
  
  *2006 Education Master Plan: Section IV.1. 1st bullet, P221.*
  
  *2006 Education Master Plan: Section IV.1. 5th bullet, P225.*

- Delivered essential services equitably to students at all campuses by increasing tutorials and access to computers at our Mission Campus LAC. And developing a new Mobile LAC that serves incarcerated youth.
  
  *2006 Education Master Plan: Section IV.1. 1st bullet, P221.*
  
  *2006 Education Master Plan: Section IV.1. Third section, 4th bullet, P227.*

- Ensured availability of facilities conducive to student services by working to maintain some evening and Saturday hours in the LAC and by offering online sections of LERN 50 College Success and LERN 55 Successful Online Learning.
  
  *2006 Education Master Plan: Section IV.1. 1st bullet, P221.*

- Developed a more hospitable, customer-service response by changing high, dense partitions to ones with windows and by working diligently on intra-office relationships.
  
  *2006 Education Master Plan: Section IV.1. Second section, 3rd bullet, P226.*

- Developed increased partnerships with Academic Affairs through increased tutoring with the MESA program, development of a Supplemental Instruction program with Chemistry and Physics Departments, and partnering with the Health Sciences Department on two grants.
  
  *2006 Education Master Plan: Objectives & Activities Section III. 4.2, P229.*
  
  *2006 Education Master Plan: Section IV.1. Third section, 3rd bullet, P 226.*

- Connected LERN 50 and the LAC Tutorial Program with the ESL Early Alert Program.
  
  *2006 Education Master Plan: Objectives & Activities Section IV.2. P230.*
10. What are the department’s major planning objectives for the next fiscal year? Please cite linkages, where applicable, to the College Strategic Plan, the College Annual Plan or other college wide plans, including the Education Master Plan, the Technology Plan, the Facilities Master Plan, etc. You may also cite linkages to the department’s review of courses, programs and assessment of student learning. College plans are available at this link:  [http://www.ccsf.edu/Offices/Research_Planning/planning_college.htm](http://www.ccsf.edu/Offices/Research_Planning/planning_college.htm)

**Learning Assistant Department Major Planning Objectives for 10/11:**

- Expand tutoring resources in the Learning Assistance Center.
  
  - 2009-2010 Institutional Annual Plan Operational Objectives 2.6 and 2.7, P 3.
  
  - 2009-2010 Institutional Annual Plan Developmental Objectives 5.4, P 7

- Integrate computer-related homework assistance into Math 860 tutoring.
  
  - 2006 Education Master Plan: Tech applications, P226.

- Coordinate with IT regarding transfer of IT professionals who manage the LAC Computer Lab.
  
  - 2006 Education Master Plan: Tech applications, P226.

- Integrate new AccuTrack tutor payroll system into the LAC payroll procedure. Integrate student log-ins also.
  
  - 2006 Education Master Plan: Tech applications, P226.
  
  - 2009 Technology Plan: Section 1.9.b. P 16
  
  - 2009 Technology Plan: Section 3.7.d. P21

- Offer as many LERN 50 College Success classes as possible in current budget crisis and offer them in the new Multi-Use facility in a dedicated classroom where students will feel at home with college success.
  
  - 2009-2010 Institutional Annual Plan Developmental Objectives 1.5, P5

- Plan a new SLO survey process for LERN 50 students who received grades of D, F, and W.
  
  - 2009-2010 Institutional Annual Plan Developmental Objectives 1.5, P5

- Begin coordinating with the Library on the new Chinatown Campus LAC.
  
  - 2006 Education Master Plan: Campus Needs & Expectations, P. 225 and Student Success P. 227.

- Develop new web page for College Success courses and instructors.
  
  
  - 2009 Technology Plan, Section 1.6, P 15
11. After reviewing the 2006 Education Master Plan, the 2009 Environmental Scan, and based on information from Advisory Boards, field activities, and other appropriate sources, please briefly indicate where your department would like to be five or six years from now. Please also indicate what environmental factors prompt these changes. This information will be used to inform the Strategic Planning process in March 2010. The Environmental Scan files are located at this link: http://www.ccsf.edu/Offices/Research_Planning/planning_strategic.htm

In 5-6 years from now, the Learning Assistance Department would like:
See: Institutional Annual Plan 2009-2010 Operational Objectives 2.6, 2.7 and Developmental Objectives 1.5, 5.4
- The current LAC facility will be updated with new computers and a new carpet.
  2009 Technology Plan, Section 1.2.a, b, and c. P 14-15
  2009 Technology Plan, Section 2.3, P 17.
  2009 Technology Plan, Section 2.6 P 18

- The courses will be taught in a dedicated classroom in the new joint use facility.
  2010 Environmental Scan Internal Trend P.13: Student Services offered 142% more classes over 10 years.

- The new LAC @ Chinatown Campus will be up and running with appropriate staffing.
  2006 Education Master Plan: Campus Needs & Expectations, P. 225 and Student Success P. 227.
  2006 Technology Plan: Section 2.1. P 16 and Section 5.1.2.a P. 32.

- There should be additional programs and courses offerings, both classroom and online, and perhaps web-based tutoring.
  2006 Education Master Plan P226 and 229 and Objective 4.2.
  2009 Technology Plan, section 5.2.1, P. 32
  2009 Technology Plan, Section 5.5, P 36

12. Please check this box to certify that faculty and staff in your unit discussed the major planning objectives: [X]
New Resources Needed
Briefly describe each project. Include specific links, where applicable, to the College Strategic Plan, the
College Annual Plan or other college wide plans (e.g., the Education Master Plan, the Technology Plan, the
Facilities Master Plan) to support your request. You may also include specific links to the department's review
of courses, programs and assessment of student learning. Put your projects in order of priority. Add
additional items as necessary.

Please remember to include any costs associated with staffing, equipment, supply, facilities, or unit requests.
If exact costs are unknown, please approximate.

#1 Project Title: Upgrade LAC Student Computer Lab’s computers
   Brief Project Description: Order new computer monitors for the LAC Computer Lab, currently four years old
   and burning out at an alarming rate
   Timeline: 10/11
   Rationale: Our current LAC Student Computer Lab monitors are breaking down at an alarming rate, which results in
   fewer computers available for student workstations.
   Links to Plans: Technology Plan and v2006 Education Master Plan: Tech applications, P226.
   Staffing Needs (e.g., classified, reassigned, non-instructional, lab aides): 0
   Equipment Needs: 75 computer monitors
   Supply Needs:
   Facility Needs:
   Request for Additional Units:
   Cost: 80 computers @ $225 each = about $17,000

   2009 Technology Plan, Section 1.1.2,a, b, and c, P. 14-15

#2 Project Title: New Carpet in the LAC
   Brief Project Description: The current carpet in the LAC is in shambles – tears, splits, stains, wear.
   Timeline: 10/11-11/12
   Rationale: The LAC is looking very shabby in terms of the carpet. It smells, is moldy, stained, ripped.
   Links to Plans:
   Staffing Needs (e.g., classified, reassigned, non-instructional, lab aides): 0
   Equipment Needs:
   Supply Needs:
   Facility Needs:
   Request for Additional Units:
   Cost: Undetermined…. Perhaps $10,000

   CCSF Strategic Plan, P 5.

13. Also, please fill out Attachment A detailing updated plans to review all courses and programs in your
department. Please also use Attachment A to indicate your timeline for assessing and examining learning
outcomes for your courses and programs.
**ATTACHMENT A**

Please reference question 6 in the annual program review form for instructional departments. Use the following chart to indicate your plans for SLO processes and Curriculum Committee updates for each of your courses and programs. Use the following key when completing this chart:

- **A** We plan to conduct our assessments this year
- **E** We plan to examine the results of assessments, and make plans for improvement
- **A+E** We plan to conduct the entire SLO process for this course/program
- **CC** We plan to update course/program through college’s Curriculum Committee

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* SLO for LAC Tutorial Program: LERN 10 Tutor Training and LERN 1000 Supervised Tutoring:
  By the end of the semester tutors will be able to:
  - Demonstrate their ability to use effective student-centered techniques in their tutoring sessions.
  - Evaluate their successes and challenges in tutoring.

** SLO for LERN 50 College Success:
  By the middle of the semester following their completion of their college success course, students will be able to
  - Assess their current use of college success strategies learned in LERN 50 the prior semester.
ATTACHMENT B

Please reference question 7 in the annual program review form for instructional departments.

Course SLO
Course Number: LERN 50
Course Title: College Success

1. Which learning outcome did you decide to examine?
   • By the middle of the semester following their completion of their college success course, students will be able to assess their current use of college success strategies learned in LERN 50 the prior semester.

2. How did the faculty who teach this course assess this outcome?
   • Developed an SLO rubric for LERN 50 college success topics.
   • Developed a list of topics for “Best Practices” for teaching college success.
   • Developed an online “College Success Survey.”
   • Administered the survey to students who completed LERN 50 with an A, B, or C the previous fall semester, enrolled in the subsequent spring semester, and had an email address listed.
   • Analyzed data from the online survey using the following three criteria:
     ▪ Most frequently used college success strategies for A students.
     ▪ Most frequently used college success strategies for C students.
     ▪ Least frequently used college success strategies overall.
   • Assessed data and made changes in the way they teach the course.

3. In doing this assessment, what results have you found?
   • Highest frequency for A students: Use of a planner, learning styles information, classroom participation, creative thinking, and the library.
   • Highest frequency for C students: Use of a planner and note taking strategies.
   • Lowest frequency overall: Use of the SQ3R textbook study strategy, study groups, and study cards.
   • As a result of the above assessment, instructors of the College Success Course, LERN 50, are adapting their teaching to highlight and reinforce the importance of the areas noted as “Lowest Frequency” college success strategies.
   • This online assessment survey will be administrated each semester, and new responses will be added to older ones. As samples enlarge, new data will be assessed and evaluated, and the instructors will continue to adapt their teaching for increased student learning.

4. In light of these results, what are your next steps?
   We will continue to assess students using this vehicle.
   □ We plan on making the following changes: We hope to develop a second survey with different questions that will be taken by students who received grades of D or F or W.
   □ We feel comfortable managing our own processes
   □ We need help in the following areas:
     □ None.
1. Which learning outcome did you decide to examine?
By the end of the semester tutors will be able to:
- Demonstrate their ability to use effective student-centered techniques in their tutoring sessions.
- Evaluate their successes and challenges in tutoring.

2. To which courses in this program does this learning outcome apply?
- LERN 10 – Tutor Training
- LERN 1000 – Supervised Tutoring

3. How did the faculty who teach this course assess this outcome?
- Developed an SLO rubric for LERN 10 tutoring topics.
- Developed a list of topics for “Best Practices” for training tutors.
- Developed two 12-question online assessment surveys, one for tutors and the other for students who received tutoring. The questions in each survey compliment each other.
- Administered the two surveys towards the end of the semester.

   We chose to use a new assessment method to assess this outcome. Details:
- Analyze data separately from each survey using the following criteria:
  - Most frequently used tutoring strategies
  - Least frequently used tutoring strategies
  - Compare the data from both surveys to determine the largest discrepancies between tutor responses and student responses.

4. In doing this assessment, what results have you found?
- Highest frequency: Tutors are friendly, respectful, engaged, enthusiastic, active listeners, knowledgeable, and good explainers.
- Least frequency: Tutors rarely apply awareness of cultural differences or incorporate study strategies and learning styles in sessions.
- Largest discrepancies, with students responding higher than tutors: Tutors ask probing questions, help students find own answers, use praise and motivation techniques.
- As a result of the above evaluation, instructors of the Tutor Training Course, LERN 10, have adapted their teaching to highlight and reinforce the importance of the areas noted as “Lowest Frequency” tutoring techniques.

5. In light of these results, what are your next steps?
- These two online assessment surveys will be administered each spring semester, and new responses will be added to older ones. As samples enlarge, new data will be assessed and evaluated, and the instructors will continue to adapt their teaching for increased student learning.

   ☒ We plan on making the following changes: As Above in #5.

Process Questions - Does your department feel comfortable with managing the SLO processes that you have started, or do you need help? Please indicate your response below.

☒ We feel comfortable managing our own processes
☐ We need help in the following areas:
  ☒ None.