

**IMPERIAL VALLEY COLLEGE**

**SERVICE AREA PROGRAM REVIEW**

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| **DATE:** | 12/5/2013 |
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| **DEPARTMENT/PROGRAM:** | Learning Services |  |
|  |  |  |
| **PREPARED BY:** | Terry C. Norris |  |
|  | Name | Signature |
| **AREA DEAN/DIRECTOR:** | Brian McNeece |  |
|  | Name | Signature |
| **AREA VICE PRESIDENT:** | Kathy Berry |  |
|  | Name | Signature |

**IMPERIAL VALLEY COLLEGE**

**MISSION STATEMENT**

The mission of Imperial Valley College is to foster excellence in education that challenges students of every background to develop their intellect, character, and abilities; to assist students in achieving their educational and career goals; and to be responsive to the greater community.

Institutional Goals

Educational Master Plan 2012-15

Approved by Board of Trustees May 16, 2012

**Goal One (Institutional Mission and Effectiveness)**: The College will maintain programs and services that focus on the mission of the college supported by data-driven assessments to measure student learning and student success.

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| Obj. | Objectives for EMP Goal 1 |
| 1.1 | Develop systems and procedures that establish the mission of the college as the central mechanism for planning and decision making. |
| 1.2 | Develop an institutional score card to assess student learning that drives integrated planning and resource allocation. |
| 1.3 | Develop systems and procedures to ensure that the college maintains a collegial and self-reflective dialogue that improves effectiveness. |
| 1.4 | Develop systems that are inclusive, cyclical, and understood by all stakeholders. |

**Goal Two (Student Learning Programs and Services)**: The College will maintain instructional programs and services which support student success and the attainment of student educational goals.

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| Obj. | Objectives for EMP Goal 2 |
| 2.1 | Ensure that all instructional programs, regardless of location or means of delivery, address and meet the current and future needs of students. |
| 2.2 | Review program learning outcomes annually (or biennially) to assure currency, improve teaching and learning strategies, and raise student success rates. |
| 2.3 | Ensure that all Student Services programs, regardless of location or means of delivery, address and meet the current and future needs of students. |
| 2.4 | Ensure that all Student Services programs engage in a process of sustainable continuous quality improvement by annual review of Service Area Outcomes, annual Program Review, and Comprehensive Program Review every three years. |
| 2.5 | Ensure that the Library meets as closely as possible the “Standards of Practice for California Community College Library Faculty and Programs” of the Academic Senate for California Community Colleges. |
| 2.6 | Ensure that instructional labs continue to collaborate in sharing financial and human resources, thus maintaining continuous quality improvement. |

**Goal Three (Resources)**: The College will develop and manage human, technological, physical, and financial resources to effectively support the college mission and the campus learning environment.

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| Obj. | Objectives for EMP Goal 3 |
| 3.1 | Develop and implement a resource allocation plan that leads to fiscal stability. |
| 3.2 | Implement a robust technological infrastructure and the enterprise software to support the college process. |
| 3.3 | Build new facilities and modernize existing ones as prioritized in the facility master plan. |
| 3.4 | Design and commit to a long-term professional development plan. |
| 3.5 | Raise the health awareness of faculty, staff, and students. |

**Goal Four (Leadership and Governance)**: The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution.

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| Obj. | Objectives for EMP Goal 4 |
| 4.1 | Review all Board policies annually to ensure that they are consistent with the College mission statement, that they address the quality, integrity, and effectiveness of student learning programs and services, and that they guard the financial stability of the institution. |
| 4.2 | Maintain a clearly defined Code of Ethics that includes appropriate responses to unprofessional behavior. |
| 4.3 | Ensure that the Board of Trustees is informed and involved in the accreditation process. |
| 4.4 | Ensure that processes for the evaluation of the Board of Trustees and the Superintendent/President are clearly defined, implemented, and publicized. |
| 4.5 | Establish a governance structure, processes, and practices that guarantee that the governing board, administration, faculty, staff, and students will be involved in the decision making process. |



**IMPERIAL VALLEY COLLEGE**

SERVICE AREA PROGRAM REVIEW

1. **PROGRAM/DEPARTMENT DISCRIPTION** (include Vision; Mission; Services-Functions; Funding Sources Statement)

Vision: to contribute to student success by providing facilities where students can complete assignments, and by providing tutoring to enhance students’ understanding of course concepts and the learning process.

Mission: to provide services and equipment requested by the instructors and programs that refer students to Learning Services, and to keep those services and equipment current with the requirements of the instructors and programs that refer students to Learning Services.

Functions:

-The Reading and Language Labs provide rooms and computers that instructors can reserve for their classes. The classes come in as a whole to work on a computer-based program chosen by the instructor. The instructor is responsible for monitoring and assessing student performance on that work. Students may also come in on their own to work on those assignments. Tutors are available to help students as they work on their computer-based assignments.

-The Writing Lab provides writing students with tutorial help with essays, research papers, and grammar exercises through individual appointments. It also conducts several workshops throughout the semester on various aspects of the writing process. The workshops are open to all students.

-The Reading/Writing/Language Lab as a whole provides computers for students in general to work on school assignments as needed.

-The Study Skills Center provides students with study skills workshops, conversation classes, and tutoring assistance for a variety of courses. Students are referred to the Center by instructors and various programs (EOPS, DSP&S, etc.). Students may also apply for tutoring on their own.

Funding: general fund and the programs that refer students for tutoring.

1. **SERVICE AREA OUTCOMES** (use the attached form to identify outcomes, methods, assessment process, results, decisions & recommendations)

Click here to enter text.

1. **DATA** (use data pertinent to your program/department; include qualitative and quantitative data; survey-evaluation results; and other relevant data to assess program/department effectiveness)

Click here to enter text.

**Fulfillment of Mission**

Attendance statistics indicate that Learning Services is fulfilling its purpose of providing students with a learning-centered environment where they can receive help in their school work or use computers to complete that work, whether they come in individually or with a class.

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| **Total Logins for All Learning Services Labs, Fall 2013** | | | | | | | |
|
| **Hour** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | **Total** | **Average** |
| **8:00 AM** | **395** | **228** | **286** | **151** | **86** | **1146** | **229.20** |
| **9:00 AM** | **402** | **439** | **547** | **629** | **336** | **2353** | **470.60** |
| **10:00 AM** | **921** | **1140** | **1072** | **825** | **447** | **4405** | **881.00** |
| **11:00 AM** | **574** | **1225** | **1028** | **912** | **466** | **4205** | **841.00** |
| **12:00 PM** | **494** | **583** | **529** | **550** | **246** | **2402** | **480.40** |
| **1:00 PM** | **310** | **336** | **572** | **360** | **101** | **1679** | **335.80** |
| **2:00 PM** | **428** | **255** | **410** | **649** | **17** | **1759** | **351.80** |
| **3:00 PM** | **116** | **254** | **184** | **234** | **1** | **788** | **197.00** |
| **4:00 PM** | **105** | **178** | **152** | **120** | **0** | **555** | **138.75** |
| **5:00 PM** | **889** | **1037** | **1086** | **1081** | **44** | **4093** | **1023.25** |
| **6:00 PM** | **325** | **356** | **413** | **499** | **6** | **1593** | **398.19** |
| **7:00 PM** | **7** | **5** | **7** | **4** | **0** | **23** | **5.75** |
| **Total:** | **4966** | **6035.67** | **6286.00** | **6014.44** | **1699.00** | **25001** | **5000.16** |
| **Average:** | **413.81** | **502.97** | **523.83** | **501.20** | **242.71** | **2083.40** | **436.91** |

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| **Student/Reservation Totals, Fall 2013** | | | |
| **Class** | **Totals** | | **Average** |
| **Students** | **Reserva- tions** |
| **008** | **1355** | **49** | **27.65** |
| **009** | **550** | **21** | **26.19** |
| **010** | **611** | **25** | **24.44** |
| **110** | **520** | **31** | **16.77** |
| **018** | **472** | **23** | **20.52** |
| **019** | **446** | **24** | **18.58** |
| **ESL 005** | **29** | **1** | **29.00** |
| **Math 119** | **60** | **3** | **20.00** |
| **B.Ball** | **180** | **13** | **13.85** |
| **Base B.** | **12** | **1** | **12.00** |
| **Tennis** | **27** | **1** | **27.00** |
| **Totals:** | **4262** | **192** | **22.20** |

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| WRITING LAB | | | | | | | | |
| WORKSHOP RECORD | | | | | | | | |
| Semester | Workshops | | | | | | Attendance | SLO # |
| Fall 2013 | 1 | Organizing and Outlining Ideas | | | | | 4 | 1, 2 |
|  | 2 | Writing Thesis Statements | | | | | 7 | 1, 2 |
| 3 | Achieving Coherence | | | | | 5 | 1, 2 |
| 4 | Developing Ideas | | | | | 4 | 1, 2 |
| 5 | Everything You Need to Know about Verbs | | | | | 7 | 1, 2 |
| 6 | Fixing Comma Splices and Fused Sentences | | | | | 8 | 1, 2 |
| 7 | Writing the Argument | | | | | 1 | 1, 2 |
| 8 | Using MLA and APA Styles Correctly | | | | | 7 | 1, 2, 4 |
| 9 | Open Workshop - You Choose the Topic | | | | | 3 |  |
|  |  |  |  |  |  | Total: | 46 |  |







**Success of Mission**

Student and staff surveys indicate that students consider the services and facilities offered by Learning Services to be helpful in achieving their educational goals.

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| Reading Lab Class Survey Results, Fall 2013 | | | | | | | | | |
| Total Responses: | | | **40** | | Class Level: | 018 = 26 (65%) | | 019 = 14 (35%) | Class Level Breakdown |
| Opinion | | | Representative Responses | | | | | |
| Helpful | 39 (97.5%) | | It helped me improve my skills. The availability of computers helped those who don't have the luxury at  home. I could work at my own pace. It helped me learn on my own and fix my own problems. It helped me to review and understand concepts we covered in class. I was able to finish my homework. It was a quiet place to do work. It gave me time to do my work. When I had concerns, they were immediately addressed. It helped me understand things more clearly. I did my reading labs here; at home I would forget. It was easier to access my work from the Reading Lab. I can ask the teacher for help, and I get things started and finished. I know that I would never have come by myself. When my own computer wasn't functioning, the Reading Lab was always a   place that I could rely on to finish my assignments. I learned more every time I went there. | | | | | | 018 = 26 (66.7%) 019 = 13 (33.3%) |
| Not Helpful | 1 (2.5%) | | It was confusing, boring, and too long to actually be able to focus. [This seems to relate to the program as well.] | | | | | | 018 = 0 019 = 1 (100%) |
|  | | | | | | | | |  |
| Phonics | | | | Helpful (8/100%) | | | Not Helpful (0) | |  |
| Needed | | 8 (20%) | | It allowed me to review what I already   knew. It explained things in further detail. It helped me to pronounce some words   better, and I even learned some new   words. | | |  | | 018 = 7 (87.5%) 019 = 1 (12.5%) |
| Not Needed | | 32 (80%) | |  | | |  | | 018 = 19 (59.4%) 019 = 13 (40.6%) |
|  | |  | |  | | | | |  |
| The purpose of this survey was to see how students felt about coming to the lab to do their lab assignment as a class rather than individually. The comments above address that issue. However, many students commented on the program they used for their lab assignment. Most teachers used Aplia, while two used My Reading Lab. The surveys were done by class level, not individual classes, so which comments relate to which program is impossible to determine. However, all program comments but one were positive. (For the negative comment, see above.)  In general, students credited the programs with helping them   improve their skills (read and think better)  understand the class better  become more independent   be better prepared for the future  Specifically, they cited   the exercises   the examples   being told immediately if they answered incorrectly   being given another chance to answer the questions  seeing the correct answers at the end of the lesson   Overall, it seems that having classes come in as a whole to work on assignments chosen, monitored, and evaluated by the instructor is beneficial to students. | | | | | | | | | |
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1. **ANALYSIS** (evaluate the strengths, challenges, opportunities and needs of your program/department; provide thorough interpretation of data; use the attached form to list previous objectives/goals and associated Institutional Goals; state if met, partially met, or not met for each one; give detail on any improvements/effectiveness and detail on status on those not fully met.)

-As a responsive entity, Learning Services adjusts its services to meet needs identified by instructors, programs, and students. According to attendance records and student/staff surveys, we are addressing current needs effectively. For example, in the fall 2013 semester, 8,456 students (25,000 logins) took advantage of our services. Also, positive responses on the various student surveys ranged from 80% to 100%, depending on the survey. Tutors and staff in the various labs indicated that students are improving academically because of their use of the labs' services, and that the Lab was functioning efficiently. They did point out that we needed to update our technological capabilities, and that was accomplished in the R/W/L Lab through the computer refresh that occurred during the break between the fall 2013 and spring 2014 semesters. We have plans to request tablets for tutors in the SSC to make it easier for them to help students who require computer programs to do their work. In addition, one instructor suggested an adjustment to one of the surveys, which we will incorporate this semester.

-As a responsive entity, Learning Services faces the primary challenge of anticipating how many tutors will be necessary in any given semester before we know how many students will be attending classes and be required to use lab facilities. Each semester, we make an estimate based on passed semesters and current registration data, but that often has to be adjusted more than once within the first few weeks of the semester.

-As always, the primary need of the Learning Services Department is funding for equipment, such as headphones, and tutors.

1. **FINDINGS & FUTURE DIRECTION** (summarize findings and indicate how the findings have shaped decision making; address areas of concern; provide recommendations for future goals of your program/department; use the attached form to identify goals for the next year; align future program goals to one or more institutional goals, and address applicable needs by listing budget enhancement requests associated with program goals, and select applicable resource plan, i.e. facilities, staffing, technology, professional development, marketing.)

-As a responsive entity, Learning Services will continue to accommodate instructor and student needs by providing adequate facilities and staff. Currently, tutoring staff in the R/W/L Lab is sufficient, and we will continue our ongoing recruitment of new tutors in order to maintain sufficient coverage. Since, due to limited tutorial staffing, the SSC was able to provide tutoring appointments for only 78 of the 132 applications they received in the fall of 2013, we are making a special request for funding to hire 3 additional tutors a week. This will enable the Center to help an additional 60 to 80 students a week.

-Other goals are listed on the attached sheet.

1. **PROCESS IMPROVEMENT OPPORTUNITIES** (Use the attached “Process Improvement Opportunities” form to identify three processes for improvement in terms of: 1) Work efficiency, 2) Cost reductions, and 3) Contributions to student enrollment and/or success. Identify one or more institutional goals supported by each process. Assess progress in attainment of process improvements identified in previous Program Review.)

-Since Learning Services is a response entity that makes adjustments to facilities and staffing as dictated by needs identified each semester by programs, instructors, and students, an attempt to plan adjustments before those needs have been identified would be premature. Nevertheless, the attached form includes some achievements the department is in the process of accomplishing.

**SERVICE AREA PROGRAM REVIEW**

**PROCESS IMPROVEMENT OPPORTUNITIES**

**PURPOSE:** For all IVC programs to engage in continuous process improvements, efficiency evaluation, and implementation of steps to facilitate increased student enrollments and student success.

**GOALS:** Each process within the departments will be reviewed in terms of: 1) Work efficiency, 2) Potential cost reductions, and 3) Potential contributions for increasing enrollment and/or student success.

|  |  |
| --- | --- |
| **DEPARTMENT:** Click here to enter text. | |
|  |  |
|  | *Opportunities for:* |
|  | **PROCESS #1:** Develop/implement an embedded tutor program for basic skills classes, which typically have a low success rate. |
|  | Work efficiencies: Having tutors in the classroom with the teacher enhances the teacher's instructional efforts. Students receive instruction from both the teacher and the tutor. |
|  | Cost reductions: The program would be funded by Basic Skills money, so there would be no negative impact on the school's budget. Also, embedded tutor hours would be separate from regular tutoring hours, which means that there would be a reduction in budgetary expense. |
|  | Contributions to student enrollment &/or success: Student success is enhanced by having a tutor in the classroom to give students immediate help in grasping concepts covered in class. In addition, the regularly scheduled tutoring sessions in which the tutor meets with students outside of class give students another opportunity to clarify issues and so reinforces learning. |
|  | Supports Institutional Goal and Objectives: 2 |
|  | **PROCESS #2:** Continue to expand writing workshop offerings to address needs identified by faculty and students. |
|  | Work efficiencies: Workshops are conducted by writing instructors and/or writing tutors and so are extensions of their instructional responsibilities. Typically, they use resources that have already been developed for classes, so preparation time is minimal. |
|  | Cost reductions: Conducting workshops is voluntary, so there is no cost for this enhancement to student learning. |
|  | Contributions to student enrollment &/or success: Students receive additional, more focused instruction in areas in which they feel weak. Such reinforcement of classroom instruction provides students the opportunity to enhance their understanding of the subject matter and perform better in their classes. |
|  | Supports Institutional Goal and Objectives: 2 |
|  | **PROCESS #3:** Continue to post writing workshop materials on the school's website so that students can access them at need. |
|  | Work efficiencies: Since the instructor posts materials that have already been developed, the work is done. The materials can continue to enhance student learning indefinitely with no additional effort on the instructor's part. |
|  | Cost reductions: Student access to the website requires no faculty or tutors, and so is cost free to the school. |
|  | Contributions to student enrollment &/or success: Students may access the workshop materials any time they feel the need for a review, to prepare for tests, etc. Therefore, their learning and success is continually supported. |
|  | Supports Institutional Goal and Objectives: 2 |

**PROGRAM GOALS**

1. **PAST – EVALUATION OF PREVIOUS CYCLE OBJECTIVES/PROGRAM GOALS (SET IN PREVIOUS YEAR)**

List your previous objectives/goals and associated Institutional Goals. All program goals must address at least one of the institutional goals.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **PAST PROGRAM GOALS**  (Describe past program goals.) | | | | | **INSTITUTIONAL**  **GOAL(S)**  (Check all that apply.) |
|  | |  | | |  |
| **1** | **PAST PROGRAM GOAL #1** | | | | **INSTITUTIONAL GOAL(S)** |
| **Identify Program Goal from Last Program Review:** Enhance tutor training to expand each tutor's capabilities in order to save money by reducing the number of tutors needed and yet still give students the help that they need.  X | | | | 1  X  2  3  4 |
| Met | | Partially Met | Not Met |
| **Provide detail on any improvements/effectiveness and detail status on those not fully met:** The change in lab programs (from a lab-administered program to a teacher-administered assignment) and a decline in requests for tutoring have required a reduction in tutoring staff. The goal of saving money has been reached, but not in the way proposed. The change has been organic rather than imposed, which is better. | | | |
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| --- | --- | --- | --- | --- |
| **2** | **PAST PROGRAM GOAL #2** | | | **INSTITUTIONAL GOAL(S)** |
| **Identify Program Goal from Last Program Review:** Save money by reducing student load and tutor hours in the labs by making tutoring a one-unit contract. Fewer tutors would be needed and would tutor only their students. There would be no walk-in tutoring. Students would probably be more motivated by working for the unit and so would probably do better in their classes.  X | | | 1  X  2  3  4 |
| Met | Partially Met | Not Met |
| **Provide detail on any improvements/effectiveness and detail status on those not fully met:** Making tutoring a one-unit contract is not yet feasible. However, a tighter tutor/student ratio has been achieved through decreased demand for tutoring. | | |
|  |  | | |  |
| **3** | **PAST PROGRAM GOAL #3** | | | **INSTITUTIONAL GOAL(S)** |
| **Identify Program Goal from Last Program Review:** Expand/modify lab facilities to accommodate small-group tutoring in place of one-on-one tutoring. The labs could serve more students without increasing the tutoring cost.  X | | | 1  X  2  X  3  4 |
| Met | Partially Met | Not Met |
| **Provide detail on any improvements/effectiveness and detail status on those not fully met:** Expansion/modification of lab facilities is not feasible in the current economic circumstances. Also, while some small-group tutoring occurs, students seem to prefer and benefit more from one-on-one attention. Therefore, the focus should be on how to accommodate more one-on-one tutoring rather than reducing it. Such expansion/modification was included in the initial plans for the new library (discussed a few years ago) that is to be built sometime in the unforeseen future. Perhaps by then the needs of both students and Learning Services will have changed in a way that makes the new accommodations suitable to those needs. | | |

Comments: The past goals were projections based on conditions within Learning Services and California's budget crisis. We tried to develop ways in which Learning Services could cut costs and still fulfill its mandate to give students the best possible service. Unfortunately, as time went on and conditions changed, many of those goals proved to be undoable.

**FUTURE – LIST OF “SMART” (SPECIFIC** **MEASURABLE ATTAINABLE RELEVANT** **TIME-LIMITED) PROGRAM OBJECTIVES FOR NEXT ACADEMIC YEAR TO ADDRESS PROGRAM IMPROVEMENT, GROWTH, OR UNMET NEEDS/GOALS. ALL PROGRAM GOALS MUST ADDRESS AT LEAST ONE OF THE INSTITUTIONAL GOALS.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FUTURE PROGRAM GOALS**  (Describe future program goals. List in order of budget priority.) | | | | | **INSTITUTIONAL GOAL(S)**  (Check all that apply.) |
|  | | | | |  |
| **1** | **FUTURE PROGRAM GOAL #1**  Budget Priority #1 | | | | **INSTITUTIONAL GOAL(S)** |
| **Identify Goal:** Maintain a sufficient number of tutors in the Reading/Writing/Language Lab and Study Skills Center to accommodate the number of students who seek tutoring. | | | | | 1  X  2  3  X  4 |
| **Objective:** Analyze data on present student usage of tutors and unmet demand for tutors.  Do Gap analysis and disproportionate impact analysis for Basic Skills v. other student populations. | | | | |
| **Task(s):** A. Check enrollment data and projections, and available funds. B. Monitor need for tutors via Starfish Student Support system. | | | | |
| **Timeline:** Complete Task A by May 2014.  Complete Task B by May 2015.  Budget of $90,000 is for the equivalent of 16 tutors working 20 hours per week for 14 weeks per semester @$10 per hour. | | | | |
| **EXPENSE TYPE** | | **FUNDING TYPE** | **RESOURCE PLAN**  (Check all that apply.)  X | | **BUDGET REQUEST** |
| One-Time  X  Recurring | | Categorical  Specify:  X  General Fund | Facilities  Marketing  X  Planning & Budget  Professional Development Staffing | SLO/SAO (Student Learning Outcome/ Service Area Outcome)  Student Services  Technology | $90,000.00 |
|  | | | | |  |
| **2** | **FUTURE PROGRAM GOAL #2**  Budget Priority #2 | | | | **INSTITUTIONAL GOAL(S)** |
| **Identify Goal:** Increase tutoring impact on student learning in the Study Skills Center. | | | | | 1  X  2  X  3  4 |
| **Objective:** Compare number of applications for tutoring to the number that the SSC was able to accept based on tutor availability. | | | | |
| **Task(s):** Review application records to determine the number of students turned away because of lack of tutors. Review past student/tutor ratios to determine how many additional tutors would be necessary to make it possible for the SSC to accommodate all of the applications for tutoring it receives on average. Do a cost analysis related to which subjects need to be offered and which tutors would tutor them to determine how much it would cost to hire enough tutors to tutor the additional students. | | | | |
| **Timeline:** Fall 2014. Budget of $20,000 would provide for three additional tutors per week, which would allow the Study Skills Center to offer tutoring appointments to an additional sixty to eighty students per week. | | | | |
| **EXPENSE TYPE** | | **FUNDING TYPE** | **RESOURCE PLAN**  (Check all that apply.) | | **BUDGET REQUEST** |
| One-Time  X  Recurring | | Categorical  Specify:  X  General Fund | Facilities  Marketing  X  Planning & Budget  Professional Development Staffing | SLO/SAO (Student Learning Outcome/ Service Area Outcome)  X  Student Services  Technology | $20,000.00 |
|  | | | | |  |

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| **3** | **FUTURE PROGRAM GOAL #3**  Budget Priority #3 | | | | **INSTITUTIONAL GOAL(S)** |
| **Identify Goal:** Improve tutor efficiency in the Study Skills Center. | | | | | 1  2  X  3  4 |
| **Objective:** Provide tutors with tablets to be used as instructional aids in tutoring students whose work requires up-to-date technology to complete (i.e. math). | | | | |
| **Task(s):** Review requirements for classes that require technology for completing assignments and what programs are required for that work; research which tablets and configurations would meet the need and how much they cost; review registration lists to determine how many students, on average, attend those classes; and review tutors and their qualifications to determine how many tutors will be helping students with that work. | | | | |
| **Timeline:** Fall 2014. Budget of $4,500 would provide approximately twelve tablets, which would be sufficient for our current and projected needs. | | | | |
| **EXPENSE TYPE** | | **FUNDING TYPE** | **RESOURCE PLAN**  (Check all that apply.)  X | | **BUDGET REQUEST** |
| One-Time  X  Recurring | | Categorical  Specify:  X  General Fund | Facilities  Marketing  X  Planning & Budget  Professional Development Staffing | SLO/SAO (Student Learning Outcome/ Service Area Outcome)  Student Services  X  Technology | $4,500.00 |
|  | | | | |  |
| **TOTAL BUDGET REQUEST** | | | | | $114,500.00 |

1. How will your enhanced budget request improve student success?

The enhanced budget request will enable Learning Services to provide students with an opportunity to receive sufficient quality instruction and guidance as they study, but whether or not that opportunity leads to improved student success depends on the attitude of the students who take advantage of it.

Comments:

**INSTITUTIONAL STUDENT LEARNING OUTCOMES (ISLOs)**

|  |  |
| --- | --- |
| **ISLO 1** | COMMUNICATION SKILLS |
| **ISLO 2** | CRITICAL THINKING SKILLS |
| **ISLO 3** | PERSONAL RESPONSIBILITY |
| **ISLO 4** | INFORMATION LITERACY |
| **ISLO 5** | GLOBAL AWARENESS |

**SERVICE AREA LEARNING OUTCOMES (SAOs)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SERVICE AREA OUTCOMES**  (Describe learning outcomes.) | | | | **ISLO(S)**  [Link SAO to  appropriate ISLO(s).] |
|  |  | | |  |
| **SAO**  **1** | **SERVICE AREA OUTCOME #1** | | | **ISLO(S)**  X |
| **Identify Outcome:** The first service outcome is to provide students an opportunity to practice reading/writing/language skills and receive tutoring in classes for which they were referred to tutoring or sought tutoring on their own. | | | ISLO 1  ISLO 2  ISLO 3  ISLO 4  ISLO 5 |
| **Measurable Outcome Summary:** Visitation records and tutor/staff observation indicate that students are taking advantage of programs designed to improve their communication skills. A total of 8,456 students (25,000 logins) visited the Reading/Writing/Language Lab and Study Skills Center to develop communication skills through working on teacher-designated computer programs, receiving tutoring for specific classes and assignments, and attending conversation sessions, study skills workshops, and writing skills workshops. | | |
| Met  X | Partially Met | Not Met |
| **Provide detail on any improvements/effectiveness and detail status on those not fully met:** | | |
|  |  | | |  |

|  |  |  |  |  |
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| **SAO**  **2** | **SERVICE AREA OUTCOME #2** | | | **ISLO(S)** |
| **Identify Outcome:** The second service outcome is to provide students an opportunity to develop critical thinking skills. | | | ISLO 1  X  ISLO 2  ISLO 3  ISLO 4  ISLO 5 |
| **Measurable Outcome Summary:** Visitation records and tutor/staff observation indicate that students are taking advantage of programs designed to improve their critical thinking skills (See Outcome #1).  X | | |
| Met | Partially Met | Not Met |
| **Provide detail on any improvements/effectiveness and detail status on those not fully met:** | | |
|  |  | | |  |
| **SAO**  **3** | **SERVICE AREA OUTCOME #3** | | | **ISLO(S)** |
| **Identify Outcome:** The third service outcome is to provide students an opportunity to develop a sense of personal responsibility. | | | ISLO 1  ISLO 2  ISLO 3  ISLO 4  ISLO 5  X |
| **Measurable Outcome Summary:** Visitation records and tutor/staff observation indicate that students are exercising personal responsibility by taking advantage of the services offered by Learning Services instructional labs (See Outcome #1). | | |
| Met  X | Partially Met | Not Met |
| **Provide detail on any improvements/effectiveness and detail status on those not fully met:** | | |