



## Annual Program Review 2012-2013 STUDENT SERVICES

### The Learning Center

#### Authorization

After the document is complete, it must be reviewed and submitted to the Program Review Office by the Dean or Manager.

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#### 1.0. Trend Analysis

Please provide for each program, use the data provided to indicate trends (e.g., steady, increasing, decreasing, etc.) for each of the following measures.

Service Function	Acad. Year	Service Contacts	
CAI Lab	2007-2008	13,468	
	2008-2009	11,288	Student contacts down 16% from 07-08.
	2009-2010	10,271	Student contacts down 9% from 08-09
	2010-2011	6,560	Student contacts down 36% from 09-10
	2011-2012	3,296	Student contacts down 49% from 10-11
Math Tutoring	2007-2008	2,029	
	2008-2009	1,590	Student contacts down 22% from 07-08
	2009-2010	1,270	Student contacts down 20% from 08-09
	2010-2011	1,502	Student contacts up 18% from 09-10
	2011-2012	1,552	Student contacts up 3% from 10-11
Writing Tutoring	2007-2008	3,532	
	2008-2009	3,363	Student contacts down 5% from 07-08
	2009-2010	3,204	Student contacts down 5% from 08-09
	2010-2011	2,461	Student contacts down 23% from 09-10
	2011-2012	2,174	Student contacts down 11% from 10-11
Other Subject Tutoring	2007-2008	1,570	
	2008-2009	972	Student contacts down 38% from 07-08
	2009-2010	1,620	Student contacts up 67% from 08-09
	2010-2011	1,773	Student contacts up 9% from 09-10
	2011-2012	1,867	Student contacts up 5% from 10-11

Studying	2007-2008	18,355	
	2008-2009	16,982	Student contacts down 7.5% from 07-08
	2009-2010	10,759	Student contacts down 37% from 08-09
	2010-2011	7,176	Student contacts down 33% from 09-10
	2011-2012	4445	Student contacts down 38% from 10-11
Workshops	2008-2009	223	Workshops began in Fall 2007; stats are not available until 08-09
	2009-2010	481	Student attendance up 116% from 08-09
	2010-2011	424	Student attendance down 12% from 09-10
	2011-2012	1047	Student attendance up 147% from 10-11
All Services Combined	2007-2008	38,954	
	2008-2009	37,118	Student contacts down 5% from 07-08
	2009-2010	27,605	Student contacts down 26% from 08-09
	2010-2011	19,714	Student contacts down 28.5% from 09-10
	2011-2012	14,346	Student contacts down 27% from 10-11

STAFFING	FTEF	Mgmt.	Classified	Hourly	Student Workers Hrs.
2007-2008	.60	1	3	0	13,566
2008-2009	.50	1	3	0	7,987
2009-2010	.50	1	3	0	9,340
2010-2011	.50	1	3	0	7,953
2011-2012	.75	1	3	0	4541

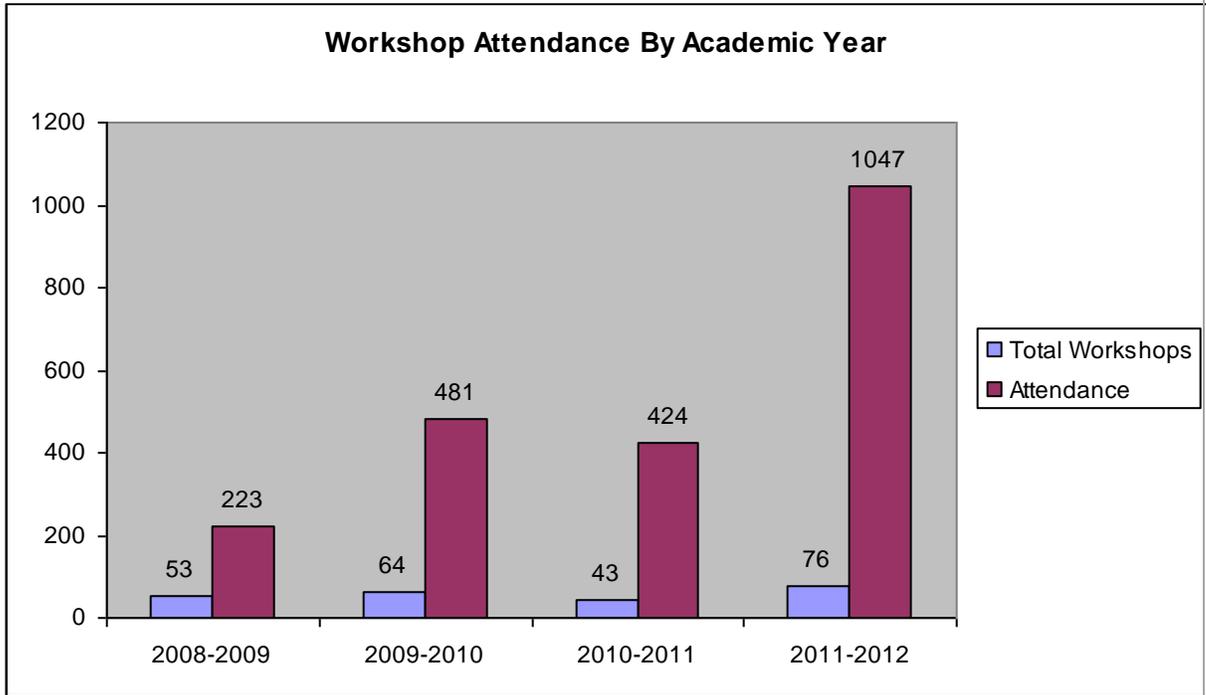
1.1. Describe how these trends have affected student achievement, student learning, or program improvements:

More GCC students would benefit from tutoring, especially the growing number of basic skills students, so it is good to see an increase in math and other subject tutoring for the second consecutive year; however, we continue to see a decrease in writing tutoring although not as great compared to the previous year.

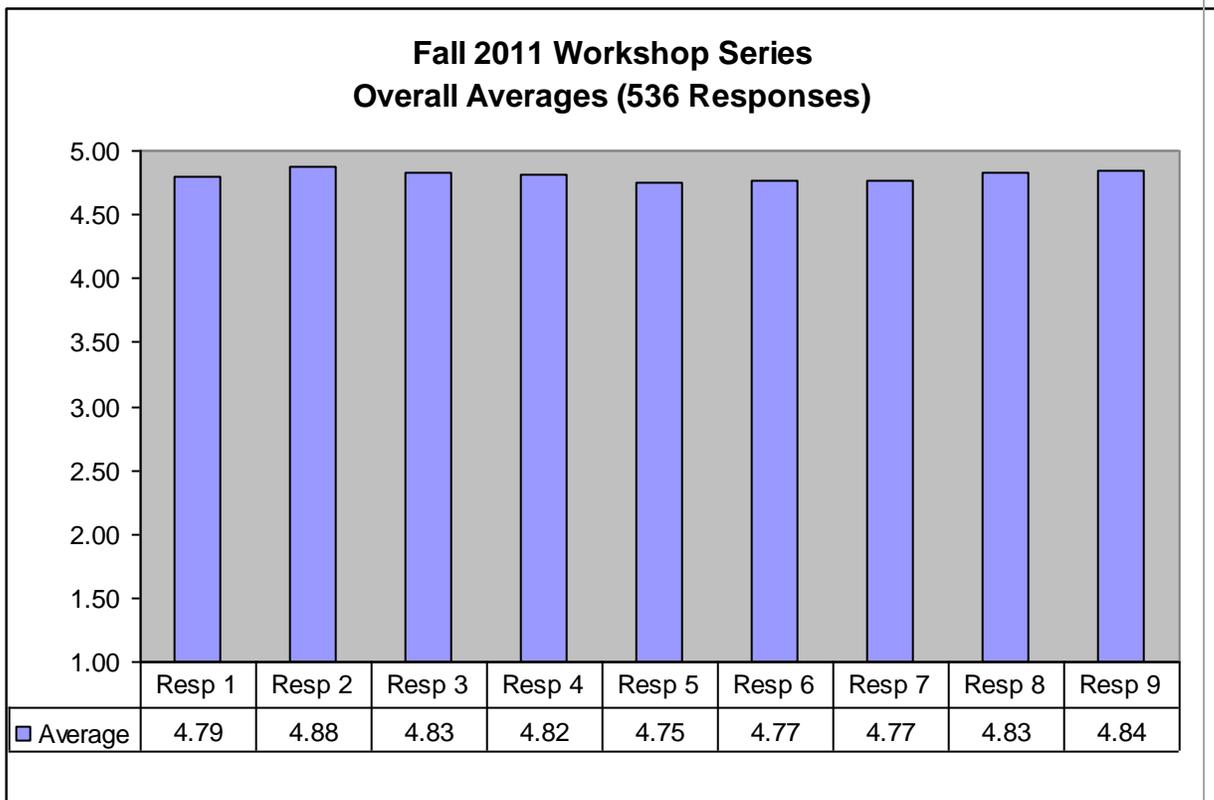
While it is difficult to draw a direct causal relation between tutoring and pass/fail rates, tutoring can be one reason students succeed in classes in which they struggle. As addressed later in this report, our SLOs demonstrate that both tutors and students feel tutoring is beneficial. Student surveys conducted in Spring 2012 had students rate their tutoring sessions using a five point scale with 1 being “No, not at all” and 5 being “Yes, very well.” When asked if their overall needs were addressed during their sessions, student responses averaged a 4.73 rating, “Yes, adequately,” showing that, overall, students are happy with the tutoring services.

The goal of the Learning Center is not necessarily to improve student grades, but to improve student learning, which will hopefully lead to success over time. For example, in a writing tutoring session, the goal of the tutor is not to make sure the student leaves with an “A” paper, but rather to make sure the student is able to master one or two concepts for which she was referred by her instructor. The student might receive a low grade on the essay, but hopefully she will be able to apply what she has learned to future essays and gradually improve, eventually mastering skills she will need in school and the workplace.

Our workshop series continues to be very successful. As the table below shows, workshop attendance has steadily increased each year. Although we offered fewer workshops in 2010-2011 due to limited funding, more students attended each workshop. Per workshop attendance has risen steadily – from 4 students per workshop in 2008-2009 to 14 students per workshop in 2011-2012.

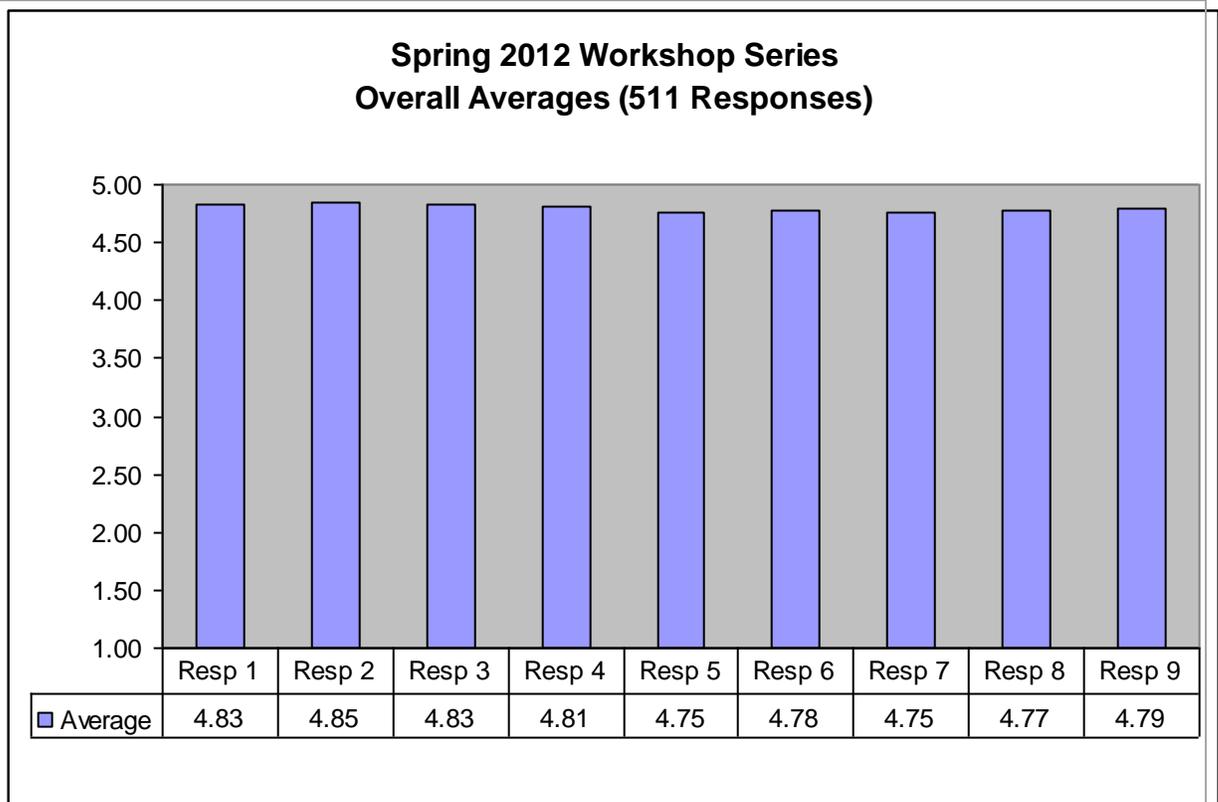


During the 2012-2013 academic year, we will offer 100 workshops with Title V grant funding. Overall, student feedback about the workshop series has been overwhelmingly positive. The following tables show student survey results for the Fall 2011 and Spring 2012 workshop series:



**Response Key (Scale of 1-5 with 1 being Strongly Disagree and 5 being Strongly Agree)**

- 1 The presentation started and ended on time.
- 2 The presentation was clear and easy to understand.
- 3 The instructor used resources or technology effectively.
- 4 The presentation was creative and engaging.
- 5 I feel more confident about my understanding of this topic.
- 6 I learned something I consider valuable.
- 7 I feel this workshop will help me improve as a writer.
- 8 I would take another workshop taught this way on another topic.
- 9 I would recommend this or any workshop to a friend.



Workshops are scheduled at a variety of different times to accommodate students' schedules. Each workshop is 60 minutes long.

Students have also requested workshops in a variety of areas outside of writing including art history, chemistry, economics, history, psychology, political science, sociology, and study skills, but at this time we are focusing primarily on topics related to writing and reading comprehension. On the other hand, the two most popular topics requested by students in their evaluation forms during the 2011-2012 year – timed writing assignments and APA documentation – were writing related. We added these two topics to our Fall 2012 workshop calendar. One of the most important attributes of the Workshop Series is that it can quickly respond to student needs. When these topics were requested by students, we were able to adapt quickly and serve our students. In a recent survey of the English division conducted by Steven Taylor, many instructors also suggested that we start offering workshops on timed writing assignments. Any changes to the workshop calendar are informed by the input we have gathered from students, instructors, evaluations, and pre- and posttests.

Beginning Spring 2012 we added pre/posttests to some of the workshops to measure student improvement. When workshop topics are conducive to quantitative multiple-choice examinations, we ask students to take a brief pretest before the workshop session and a comparable posttest at the end of each session. We then compare the two tests to assess student growth in the workshop. Some workshops have proven very successful according to these test results. For example, student posttests indicated a 37% improvement in the logical fallacy workshop and a 28% improvement in the quotation integration workshop. Conversely, posttests suggested that our workshops on run-on sentences were less successful (3.6% improvement). Overall, student scores on posttests were 15% higher than their pretests. That is a significant margin of improvement for what is essentially a 45-50 minute workshop (thereby allowing students 10-15 minutes to complete evaluations and test).

1.2. Please explain any other relevant quantitative/qualitative information that affects the evaluation of your program?

GCC continues to cut classes and has eliminated the Winter session and the second Summer session, times when we used to provide tutoring for students. These cuts impacted our overall numbers in 2011-2012.

We continue to promote the Learning Center in various ways. We contact faculty each semester asking them to inform their students of our services. Our Fall 2010 Faculty Survey revealed that 68% of faculty wanted a Learning Center representative to visit their classes to provide information about our services. From Fall 2011 to Spring 2012, staff visited 48 classes at the request of instructors. This outreach effort may be one reason why we saw increases in math and other subject tutoring. We plan to continue to visit classes in the future.

There are many other ways we promote our services. Information about our services and workshop series is available on the GCC homepage under "What's Happening On Campus." Our workshops are also advertised in El Vaquero and as part of the Staff Development Series. We also attend the Student Services Fair every year. The ASGCC will include information about our services in their newsletter which is distributed to students. We will continue to work with individual faculty members who want tutors available for their classes. This is another reason why we've seen an increase in other subject tutoring; more faculty members from different disciplines have asked us to hire tutors to help their students. We also plan to work with the marketing department on campus to find new ways to promote services. We will also increase signage about our services on campus and possibly set up an information table to encourage students to get tutoring or apply to work as tutors.

One reason for the decline in writing tutoring may be the decentralization of tutoring services. Beginning in Spring 2009, the Language Lab began utilizing faculty to tutor students in ESL classes. In 2009-10 we had 1126 ESL tutoring sessions. In 2010-2011 that number decreased to 698. During 2010-2011 (when stats are first available) the Language Lab had 1890 tutoring sessions. In 2011-2012 they had 2188 tutoring sessions. This may account for the decline in writing tutoring in the Learning Center.

Even though our math tutoring appointments increased, it should be noted that over the past three years the Math Discovery Center has seen a steady increase in students served from 2007-2010. They served 2,303 students in 2007-2008, 2,424 in 2008-2009, 2,504 in 2009-2010, and 2,645 in 2010-2011. In 2011-2012 they served 2400 students. Perhaps some students who might have received math tutoring in the Learning Center decided to use the Math Discovery Center instead.

Due to ongoing budget cuts to our student worker budget (a 66% decrease in hours since 2007), we limit the number of tutors working per hour which could be another reason why numbers have declined. For example, in the past we sometimes had 2-3 tutors for writing during busy times, but we now only have 1 writing tutor each hour. Although we still have appointment slots that go unfilled each year, it's possible that students are simply unable to book appointments during those times. It should also be noted that in the future we may only be able to hire students who are receiving federal work study money which may further limit the amount and variety of tutoring we provide.

Beginning Spring 2012, we were able to hire faculty tutors through a Title V grant. This allowed us to offer more tutoring during certain hours of the day which led to a slight increase over the previous year. In Spring 2011 we tutored 1023 student in writing and in Spring 2012 we tutored 1074, a 5% increase. Students have enjoyed working with faculty tutors, and faculty tutors will

help spread the word about our services which should further increase our numbers. In our survey of faculty tutors, all of them reported feeling more inclined to recommend tutoring to their students as a result of their work in the Learning Center.

The fact that our tutors receive better training and enforce Learning Center policies more strictly might also impact usage. Students must also sign contracts, which state that tutors will not proofread, edit, or correct papers for students, before they can receive writing tutoring.

Another reason for the continued decline in writing tutoring could be the referral process that was implemented in Fall 2009. According to the Chancellor's office, all students are required to obtain a referral from a faculty member before receiving tutoring. They are informed of this policy when they schedule their initial tutoring appointment. Some students may feel that requesting a referral from their instructors is too bothersome, or that doing so will identify them to their instructors as needy or having difficulty in the class. For these or similar reasons, they may decide to forgo tutoring to avoid any perceived stigma. However, it should be noted that we do not turn students away for not having referrals because we've found that the majority of faculty who utilize our services do not complete referrals for their students. We continue to educate faculty and students about the referral process.

The CAI Lab numbers are down because fewer instructors require students to use our Passkey software to improve math, reading, and writing skills. Beginning Fall 2012 Passkey is no longer a requirement for English 182/183, two classes taught through the Learning Center. Also, ESL level 1-3 classes now complete lab work in the Language Lab instead of the CAI Lab. This was done to meet legal mandates regarding lab use on campus related to TBA hours and lab oversight; the Learning Center does not have a full time faculty member who can provide oversight of the CAI Lab. It should also be noted that our Passkey software stopped working during Spring 2012. Publisher McGraw Hill admitted the problem was on their end, and multiple schools were affected. Since they were unable to fix the problem they granted us free access to the online version of Passkey until 2014 at which time they said they might abandon the Passkey program completely. We currently have two classes using Passkey in Fall 2012, but since the program is now online, students do not need to use the CAI Lab which contributes to a decline in usage.

Beginning in Fall 2012 we moved the location of the Learning Center Workshop Series to the CAI Lab, so we should see a slight increase in usage. However, 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 large wall-mounted monitors, the active learning classroom will enable instructors to create genuinely student-centered lessons that involve problem-based learning.

In our Fall 2010 faculty survey, we asked instructors for their thoughts about the workshop series. 40% of instructors surveyed recommend the workshops to their students. However, 25% did not know about the workshops, which indicated that we needed to publicize the series more aggressively which we did. The dramatic increase in attendance shows our efforts are working. Of the 40% of instructors who refer students, 50% felt that the workshops were very helpful, but many want more feedback on student progress.

Beginning in Spring 2012 we created pre- and posttests for certain workshop to measure student success. These assessments have helped us to identify our strengths and to begin to rectify our weaknesses. In the future, if these tests were electronic, we could e-mail this information to faculty. 15% of instructors indicated that they would design and teach a

workshop if compensated at their hourly rate. 36% do not want to teach workshops. Another 30% are unsure if they would want to teach a workshop. We are continually recruiting more new instructors to the Workshop Series, with five new instructors from the ESL division alone. Continued recruitment is necessary if we want to expand the series and offer more topics at a variety of times. Title V funding will allow us to offer a total of 100 workshops in 2012-2013. Continued funding will be necessary at some point to ensure we can continue this beneficial service to our students.

The Learning Center’s goal is to serve more students in the future, but it should also be noted that serving more students requires having more resources. For example, increased student usage of the Learning Center might result in the inability to provide enough tutoring. Tutors must be hired, trained, and supervised, which is a time-consuming and intensive process. Adding additional tutors will require additional faculty coordination in the Learning Center. Current Title V initiatives are proposing that the Learning Center play an ever-expanding role in helping basic skills students succeed. This is also mandated by the Student Success Task Force, Senate Bill 1143. We have already added more sections to our workshop series, and we will continue to have faculty writing tutors through Spring 2013. We are also compiling a library of Directed Learning Activities which will be used in conjunction with tutoring sessions. There is also discussion of adding a Distance Education component to several English classes which will require students to use the Learning Center services. All of these new activities should help to increase the number of students we serve. However, we will have to proceed with caution in implementing such proposals which require expansion of the Learning Center program. According to the Campus Profile 2012, satisfaction with the Learning Center’s services is at 89%. We don’t want increased quantity of services to affect the quality of the program. Currently, Learning Center staff consists of one 75% Faculty Coordinator, one full-time Lab Manager, and three full-time Lab Technicians. However, all Lab Techs and the Lab Manager had their work year reduced to 11 months effective July 1, 2013. We have yet to see what the effect of these cuts may be on our ability to offer services to students. Possible effects could include a reduction in hours of operation, for example. There is also a vacant Lab Tech position (11 month) that may need to be filled in the future should services expand.

**2.0. Student Learning Outcomes and Program Level Outcomes**

Year	SLOs / PLOs Defined	SLOs / PLOs Assessed	Assessments Analyzed
2010-2011	Yes	Yes	Yes
2011-2012	Yes	Yes	Yes
% Change	See Tables Below	See Tables Below	See Tables Below
Trend	See Comments Below	See Comments Below	See Comments Below

2.1. Please comment on the percentages above.

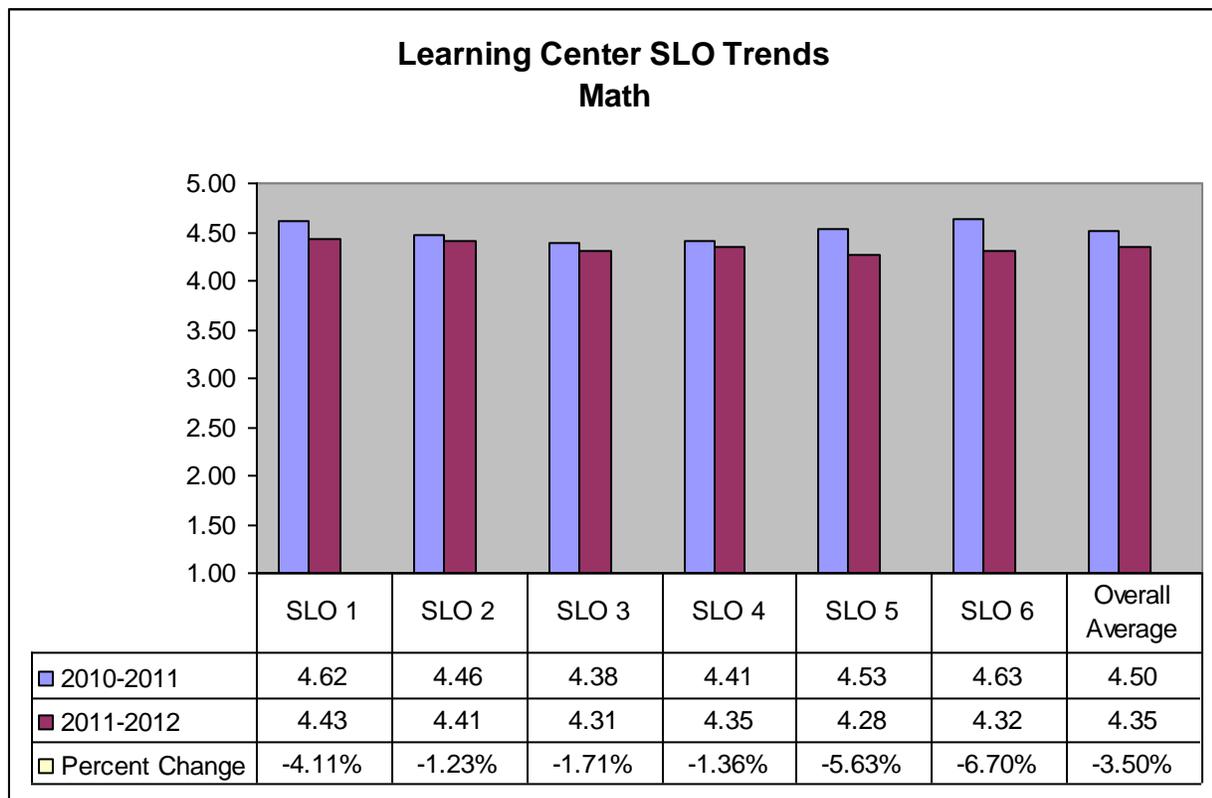
The Learning Center has defined, assessed, and analyzed the following six SLOs:

1. Students recognize individual areas in need of improvement.
2. Students solve errors identified by instructors, counselors, or tutors.
3. Students compose assignments independent of a tutor's help
4. Students explain successful study habits and memory techniques.
5. Students organize large assignments into manageable tasks.
6. Students illustrate verbal and written communication and/or computational skills.

Tutor logs have provided us with better data, although more subjective. After each tutoring session tutors rate the six SLO's listed above using the following five point scale:

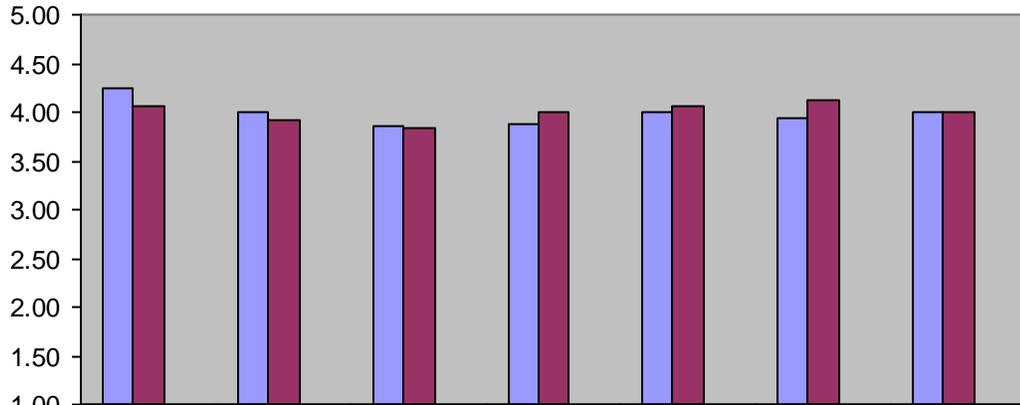
- 1 No, Not at all
- 2 No, Not very well
- 3 Somewhat
- 4 Yes, Adequately
- 5 Yes, Very well

The tables below illustrate the percentage changes/trends for the areas of math tutoring, writing tutoring, and tutoring in other subjects.



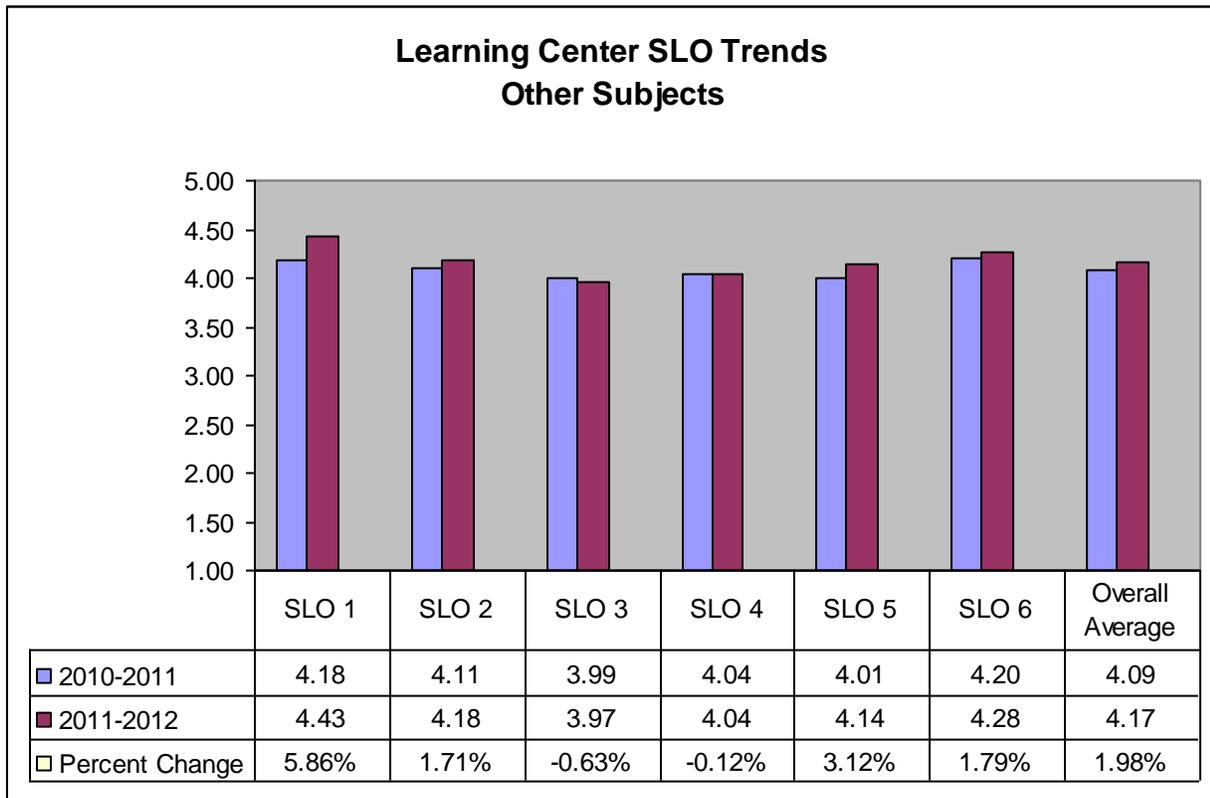
For math tutoring, in 2010-2011 all six areas averaged a 4.5 rating, "Yes, Adequately." In 2011-2012 all six areas averaged a 4.35 rating, "Yes, Adequately," a 3.5% decrease from the previous year. Overall, math tutors feel student are benefitting from tutoring, so we are achieving our desired outcomes. We will continue to work with math tutors to find ways to improve.

### Learning Center SLO Trends Writing



	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	Overall Average
2010-2011	4.24	4.01	3.86	3.89	4.01	3.95	3.99
2011-2012	4.06	3.91	3.84	4.01	4.06	4.12	4.00
Percent Change	-4.13%	-2.43%	-0.39%	3.15%	1.12%	4.37%	0.22%

For writing tutoring, in 2010-2011 all six areas averaged a 3.9 rating, “Somewhat.” In 2011-2012 all six areas averaged a 4 rating, “Yes, Adequately,” a .22% increase from the previous year. Overall, writing tutors feel students benefit from tutoring, but we need work closely with writing tutors to find ways to make them feel more confident in all six measured areas.



For tutoring in subjects other than math and writing, in 2010-2011 all six areas averaged a 4.09 rating, “Yes, Adequately.” In 2011-2012 all six areas averaged a 4.17 rating, “Yes, Adequately,” a 1.98% increase from the previous year. Overall, other subject tutors feel students are benefitting from tutoring, so we are achieving our desired outcomes. We continue to work with other subject tutors to find ways to improve.

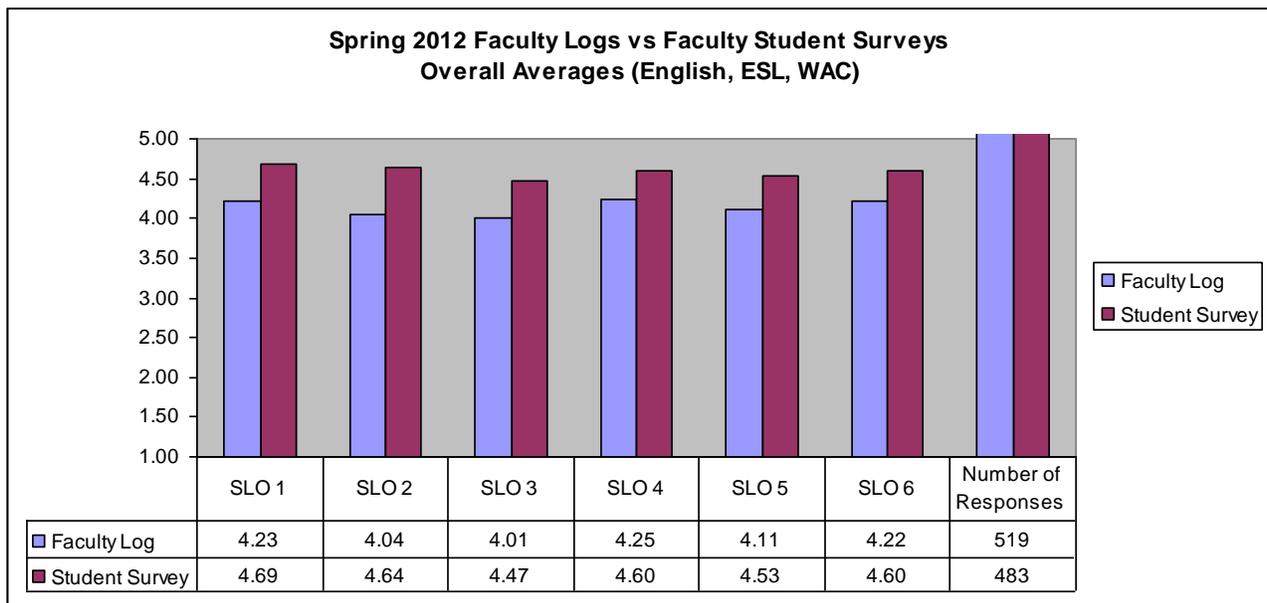
**2.2.** Using the results from your areas recent assessment reports, please summarize any program or other changes/improvements that have been made as a result of your assessments.

Lack of referral forms from faculty impacts our ability to analyze data in the first and second SLO's listed above because students will not recognize areas in need of improvement or be able to solve errors identified by faculty if faculty do not provide guidance via the referral form. We do not receive referral forms for every tutoring session (although the number continues to slowly increase), and even when faculty submit referrals, students do not always schedule time to meet with a tutor. Also, many faculty do not fill out referrals correctly, either providing very general goals for a tutoring session (i.e. "student needs help with problems in chapter 4") or asking tutors to cover too much material in one session (i.e. "student needs help with fragments, run-ons, organization, thesis, conclusion, commas").

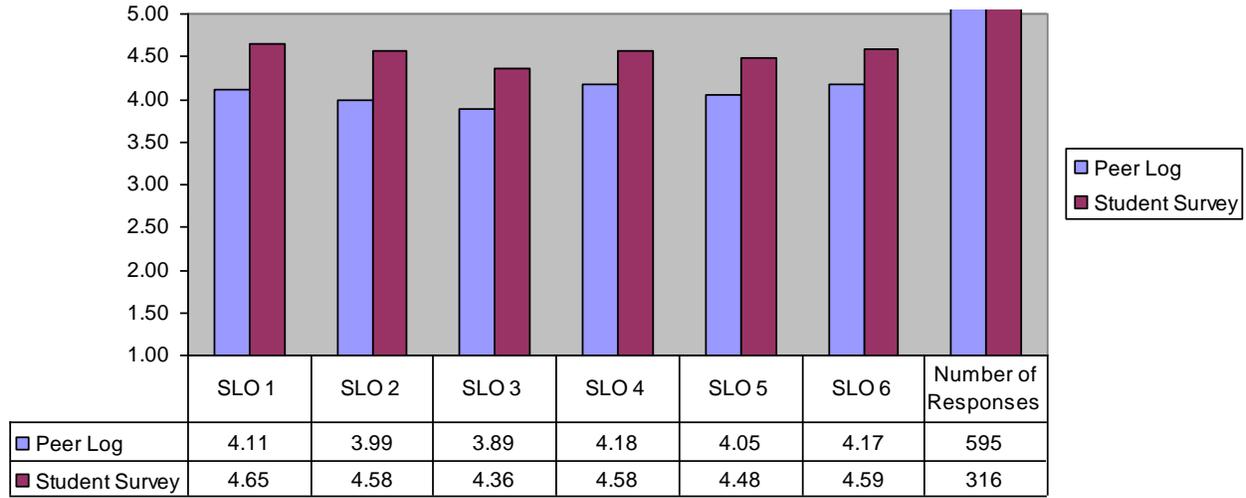
Although we do a lot of outreach to both faculty and students informing them of the referral process, it is still difficult to get students to obtain referrals and faculty to fill out referrals. We recognize that the completing referrals may be time consuming, and we have tried to streamline the process, providing multiple ways referrals can be submitted (PeopleSoft, Learning Center website, hardcopy forms).

We met with ITS in Fall 2011 to discuss the possibility of having referrals automatically emailed to students when faculty submit them electronically, but little progress has been made on implementing this due to a backlog of other projects in ITS. In our Fall 2010 Faculty Survey, 69% indicated that referrals are helpful in their disciplines. Also, 60% indicated they would like referrals linked to early alert within PeopleSoft. We plan to implement this in the future, but again, a lot of this will depend on ITS. If students were electronically notified that their instructor submitted a referral for tutoring, students may be more inclined to take advantage of our free service. We will continue to need faculty and institutional support for the referral process. Tutors overwhelmingly support the referral process, as referrals provide guidance and structure to a tutoring session, and lead to fewer conflicts about the role of the tutor and the Learning Center.

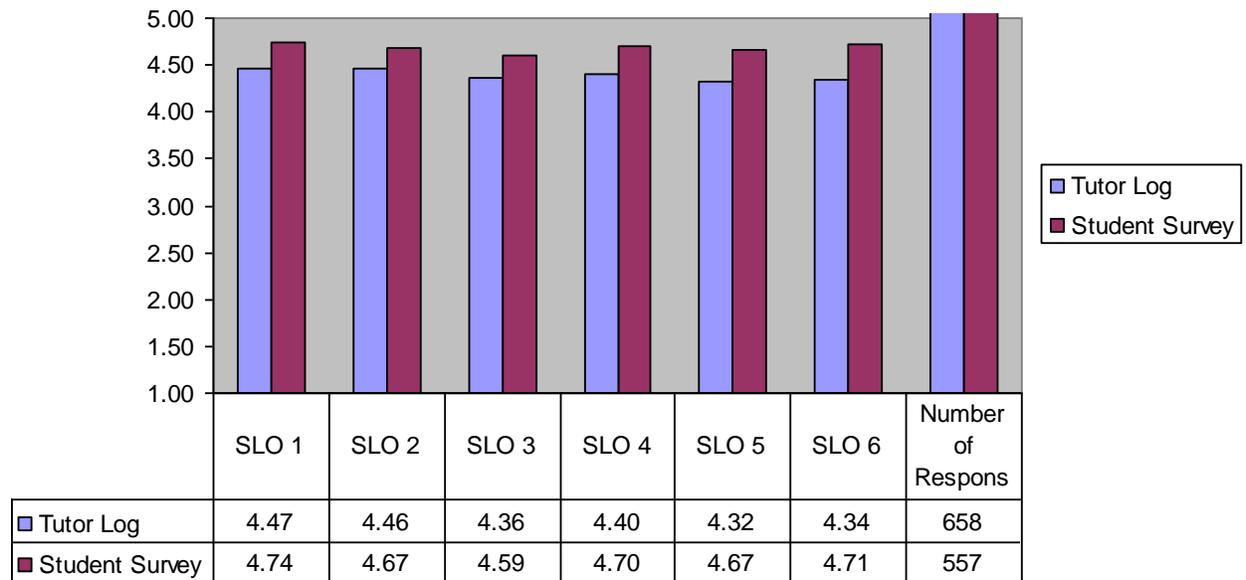
To further analyze and assess our SLO's, in Spring 2012 we created a student exit survey that students complete at the end of a tutoring session. This allows us to gauge what students think they learned in the session. We are then able to compare tutor/student perceptions of tutoring and make improvements to tutor training and Learning Center policies. The graphs below show some preliminary survey results from Spring 2012:

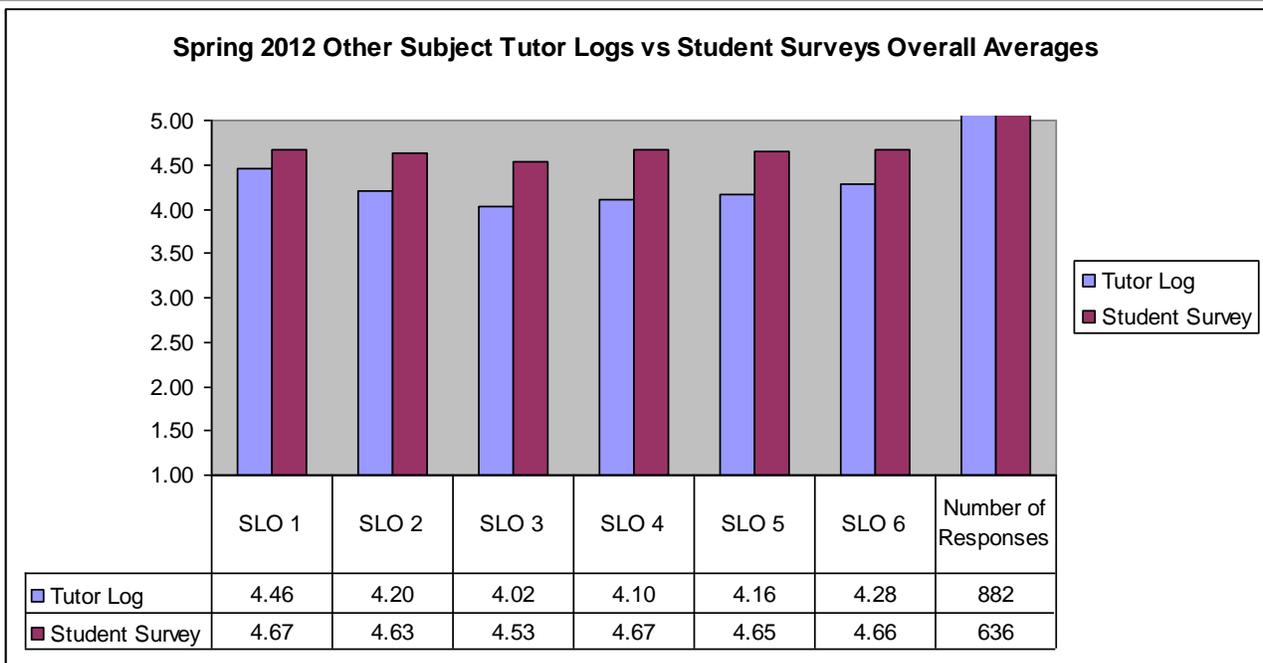


**Spring 2012 Peer Logs vs Peer Student Surveys  
Overall Averages (English, ESL, WAC)**



**Spring 2012 Math Tutor Logs Vs Student Surveys  
Overall Averages**





Overall, this data suggests we are meeting our goals in these tutoring sessions. Students consistently rate their tutoring sessions higher than our tutors. Many factors may explain this discrepancy. The most salient explanation, of course, is that tutors have a more profound appreciation for the overall philosophy and goals of the Learning Center and judge themselves against a much higher standard. Tutees unaware of these standards may assess the session based on more modest expectations. Of course, student surveys may also be higher because of perceived self-confidence and appreciation, or they be inflated because they are disingenuous responses of students eager to leave the Learning Center and make it to class on time.

While faculty tutors consistently receive higher marks than our student tutors on student surveys, the discrepancy is not statistically significant. While this may appear to suggest that faculty tutors are equally effective, these surveys tell only part of the story. In informal and formal observations of student and faculty tutors by faculty and staff members, the faculty coordinator, Shant Shahoian, has noticed a trend: faculty tutors tend to adhere much more closely to the philosophy of the Learning Center; that is, they are less likely to be cajoled into divulging answers, proofreading, correcting student papers, or otherwise tutoring in ways that run counter to the students' best interest in the long term. On the other hand, students tend to request faculty tutors more frequently than peer tutors, so they may prefer the more disciplined approach of faculty members, or, more likely, they may feel more confident about the feedback they receive from more highly qualified instructors.

In order to analyze SLO data more efficiently, in Summer 2012 we created electronic versions of tutor logs and student exit surveys using Campus Guides. This should allow us to easily chart student progress during a semester. We also received a donation of laptops from the A.C.E. program that tutors and students can use to complete logs and surveys as well as access helpful resources during a tutoring session. We are currently working with ITS to create a functional database. The ultimate goal is for faculty to receive feedback from tutoring sessions, so they can monitor student progress. Hopefully, this will also increase the number of tutoring referrals we receive and further invest faculty in the Center and our mission. This will also improve our data in the first and second SLO's listed above.

Further collaboration with faculty will help us improve our SLO's, improve tutoring training, and

show a stronger correlation between tutoring and student success. With Title V funding, starting in Spring 2012 we hired 8 English faculty members to tutor writing. We are currently collecting data to measure the effectiveness of faculty tutors compared to peer tutors, but so far students seem to enjoy having the option of working with faculty tutors. So far this collaboration has already helped integrate the Learning Center into the larger campus community and helped communicate our mission to instructors and students.

It should be noted that most tutoring sessions are 30 minutes in length and many issues cannot be addressed in that limited timeframe. It is also difficult to see individual student improvement with the data we have collected. We do sometimes receive anecdotal data from students but not quantitative data. However, the new electronic versions of our student surveys include a section for comments, so we will be able to collect more qualitative data.

We will continue to improve our tutor training to address deficient areas in writing tutoring. Various modules have been added to Student Development 150: Tutor Training including areas on reading and working with students with hidden disabilities.

**2.3** What recent activities, **dialogues**, discussions, etc. have occurred to promote student learning or improved program/division processes in the last year?

Mark an "X" in front of all that apply

X	Changes/revisions to department processes
X	Increased or improved SLO/PLOs
X	Other dialog focused on improvements in student learning
X	Documented improvements in student learning
	New degree or certificate development
	Best Practices Workshops
	Discussions regarding best practices or improved processes
	Conference Attendance geared towards maintaining or improving student success
	Attendance at Staff Development activity geared towards maintaining or improving student learning
	Department Minutes
	Reorganization

Please comment on the activities, dialogues, and discussions above

The Learning Center began receiving Title V money in Spring 2012 to fund several projects. We have increased the Learning Center Coordinator's released time position to 75%. In Spring 2012 we hired 8 English faculty tutors to work in the Writing Center. We also improved our workshop series with the Workshop Enhancement Project which added pre/posttests to several workshops which allows us to measure student improvement. We are also conducting a research project with several of Lara Kartalians English 191 classes to measure the effectiveness of tutoring and workshop attendance on student learning. We are also compiling a library of Directed Learning Activities (DLAs) which will eventually be utilized in conjunction with tutoring sessions.

In Fall 2011, the Learning Center is collaborated with IMPACT to link tutoring to developmental

composition classes. English faculty members, Lara Kartalian and Hasmik Barsamian tutored writing across the curriculum in the Center as well as provided training for our tutors in working with students in developmental composition classes. We also installed Kurzweil software on several computers in our lab that students and tutors can use to improve their writing skills.

We are still working with ITS to create electronic tutor logs and a functional database. The ultimate goal is for faculty to receive feedback from tutoring sessions, so they can monitor student progress. Hopefully, this will also increase the number of tutoring referrals we receive and further invest faculty in the Center and our mission. In the meantime, though, we created electronic tutor logs and student surveys using Campus Guides which we launched in Fall 2012 as part of our efforts to improve SLO data collection.

New modules on reading and working with students with hidden disabilities were added to Student Development 150: Tutor Training in Fall 2011.

In Fall 2011, Shant Shahoian met with David Attayah (Student Diversity Coordinator) to discuss student equity and diversity in the Learning Center. We added a section in our student surveys that will help us measure satisfaction with our services among various groups on campus.

With a grant from the Basic Skills Initiative we offered 35 workshops in Fall 2011 and 41 workshops in Spring 2012.

We continue to conduct Learning Center outreach to inform students and staff of our mission.

### **3.0. Reflection and Action Plans**

**3.1 Based on your data and analysis presented above, as well as on issues or items that you were unable to discuss above, comment on the Strengths and Weaknesses of the Program.**

#### **Strengths**

List the current strengths of your program

1. Faculty tutors
2. Workshop series
3. SLO progress

#### **3.2 Weaknesses**

List the current weaknesses of your program

1. Limited student awareness of our services
2. Tutoring referral process
3. Minimal apportionment due to limited faculty oversight

**3.3** Using the weaknesses, trends and assessment outcomes as a basis for your comments, please briefly describe any future plans and/or modifications for program/division improvements. Any plans for reorganization should also be included, along with a resource request if applicable.

Plans or Modifications	Anticipated Changes/ Improvements	Link to EMP, Plans, SLOs, PLOs, ILOs
Title V Involvement	Increase faculty involvement in the Center. Increase use of referral forms. Increase number of tutoring sessions. Increase number of workshops offered. Provide much needed assistance to Basic Skills students across the curriculum. Measure effectiveness of tutoring and workshops on student improvement. Create a library of Directed Learning Activities (DLA's).	Student Services Master Plan (SSMP) 3.6, monitor effectiveness in providing student support services, which is also linked to EMP 2,3,4,5.
SLOs	Continue to define, assess, and analyze SLOs and use data for program improvement. Add modules to STDV 150 (Tutor Training) to improve SLO results.	EMP Goal 9, college will utilize SLOACs at course, program, and institutional levels by 2012. SSMP 3.2, complete one cycle of SLOs, and 3.6, which is also linked to EMP 2, 3, 4, 5.
Remodel Learning Center	Create a space for students and tutors that is more conducive to learning and student success. Add space for small learning groups and convert the CAI Lab to an active learning classroom which will offer students more dynamic and engaging learning opportunities.	SSMP 3.8, maintain and upgrade library and learning support staffing, materials, services, and technology.
Increase Workshops	Continue to offer a variety of workshops at different times to help students improve their writing skills. Pre/posttests will allow us to measure workshop effectiveness and make improvements.	SSMP 3.6, monitor effectiveness in providing student support services, which is also linked to EMP 2,3,4,5.
Tutor Log Database	Continue to work with ITS to create a database of tutor logs which will be linked to tutoring referrals and can be emailed to instructors for updates on student progress.	SSMP 2.12, improved data collection and 3.6.
Outreach	Work with the GCC Public Relations/Marketing office to educate faculty and students about the mission of the Learning Center. Increase signage on campus directing students to tutoring. Set up an information table on campus to encourage students to get tutoring or apply to work as tutors.	SSMP 3.9 increased coordination and communication among student support services.

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