LEARNING SKILLS CENTER
PROGRAM REVIEW

2005-2009

WITH GOALS FOR
2010-2014

presented
2/10/2010

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BOARD APPROVED 5/25/10

Program Evaluation Summary – Learning Skills Center

- ## Evaluate each aspect of the program

  1. Support of the College Mission

  ☑Very Strong ☐Satisfactory ☐Needs Improvement ☐Major Concern ☐N/A

  2. Accomplishments in Achieving Goals Outlined in Previous Program Review

  ☐Very Strong ☑Satisfactory ☐Needs Improvement ☐Major Concern ☐N/A

  3. New Goals

  ☐Very Strong ☑Satisfactory ☐Needs Improvement ☐Major Concern ☐N/A

  4. Personnel Summary

  ☐Very Strong ☑Satisfactory ☐Needs Improvement ☐Major Concern ☐N/A

  5. Staff Development

  ☐Very Strong ☑Satisfactory ☐Needs Improvement ☐Major Concern ☐N/A

  6. Facilities and Equipment

  ☐Very Strong ☐Satisfactory ☑Needs Improvement ☐Major Concern ☐N/A

  7. Financial Resources

  ☐Very Strong ☑Satisfactory ☐Needs Improvement ☐Major Concern ☐N/A

  8. Strengths/Weaknesses

  ☐Very Strong ☑Satisfactory ☐Needs Improvement ☐Major Concern ☐N/A

- ## Evaluate the Program Overall

  ☐Very Strong ☑Satisfactory ☐Needs Improvement ☐Major Concern ☐N/A

The Program Review Committee commends the LSC program for its flexibility in addressing the changing needs of the college and its students, specifically in the areas of turoring, assessment testing, and basic skills program management.

The Program Review Committee encourages the LSC program to increase support services, as they are needed, in the Needles Center.

PROGRAM REVIEW
PALO VERDE COLLEGE
LEARNING SKILLS CENTER INCLUDING TUTORING AND ASSESSMENT

I. Support of the College Mission

A. Summarize the program in terms of key functions and responsibilities:

The Learning Skills and Assessment Center is responsible for/or participates in the following activities:

1. Meeting the matriculation goals required by education code (AB1542 Section 16 and AB 107 7b) in maintaining all activities for assessment of new students - including community students at Needles and the main campus, inmate students and ESL students.
2. Meeting the matriculation goals required by education code (AB78212-55520 (g) and 55526) in providing appropriate support services to curriculum offerings including tutoring and supplemental skills classes and services.
3. Providing academic support resources for basic skills students in math, English and ESL.
4. Generating appropriate apportionment for activities.
5. Conducting appropriate research to support activities of the learning skills center and assessment activities.
6. Supporting Basic Skills initiative, Title V grant activities, and Title 3 grant activities.
7. Promoting student success.

B. Describe how the program supports the overall mission of the College as adopted by the Board of Trustees.

The Learning Skills and Assessment Center supports the overall mission of the college by helping to insure student success, first through appropriate placements and second through providing tutoring and supplemental support to curriculum offerings in support of initiative 1, objective 1 *to accelerate the remediation of students by expanding tutorial resources: allow professors to devote some office hour time to tutoring; increase offered labs to areas outside math and English; encourage qualified staff to offer tutoring services.*

In turn, it also supports the California Community College System Strategic Goal B Student Success and Readiness through providing assessment and placement recommendations and coordination of the Basic Skills grant.

C. Describe, in qualitative and quantitative terms, the population served by the program.

The following represents the number of individual students and assessment tests administered (students take multiple tests) for the academic years:

	2005-2006	2006-2007	2007-2008	2008-2009
Community students tested English and Reading	312	340	320	566
Community students tested Math	386	407	349	582
Inmates tested English and Reading	422	681	448	675
inmates tested Math	469	733	510	687
Approx Number of individuals tested	855	1140	859	1269

Tutoring and supplemental instructions contacts, as well as open access for the following Spring terms represent the number of students in the Learning Skills Center utilizing computers and tutors and the total hours spent in the facility for that period.

Spring	2006	2007	2008	2009
Students served LSC	468	425	429	435
Hours served	4864	4511	4255	4420

The following information provides a picture of student visits and indicates when students typically use the center by day of the week and hour. This information is used to determine staffing hours.

Hour	Mon	Tue	Wed	Thu	Fri	Total
8:00 AM	86	138	114	113	21	472
9:00 AM	119	207	110	182	41	659
10:00 AM	136	173	101	138	51	599
11:00 AM	143	280	191	292	51	957
12:00 PM	231	172	232	220	40	895
1:00 PM	155	204	175	170	41	745
2:00 PM	122	169	124	137	33	585
3:00 PM	191	114	171	82	12	570
4:00 PM	252	194	285	168	7	906
5:00 PM	269	175	235	179	5	863
6:00 PM	274	142	186	126	0	728
7:00 PM	70	67	66	94	0	297
8:00 PM	22	28	7	8	0	65
Total:	2070	2063	1997	1909	302	8341

Summary by day of the week:

Mon	Tue	Wed	Thu	Fri
25%	25%	24%	23%	4%

Summary by time of day:

8:00 AM	6%
9:00 AM	8%
10:00 AM	7%
11:00 AM	11%
12:00 PM	11%
1:00 PM	9%
2:00 PM	7%
3:00 PM	7%
4:00 PM	11%
5:00 PM	10%
6:00 PM	9%
7:00 PM	4%
8:00 PM	1%

The following information is collected in order to determine the subject areas where support is most frequently required. This information also helps determine tutoring demand, which textbooks are most frequently needed to be available in the Learning Skills Center and, combined with the other data, to establish schedules.

Subject	Number of visits	Number students	Hours
ABE Total	243	42	212.93
ACC Total	7	4	2.73
ADS Total	79	11	102.05
ART Total	3	3	0.7
AUT Total	73	17	19.49
BCT Total	17	6	11.3
BIO Total	55	19	35.82
BUS Total	36	11	34.37
CHD Total	37	21	21.15
CHE Total	49	7	25.41
CIS Total	321	52	314.86
COM Total	71	4	66.6
CRJ Total	25	17	11.64
ECO Total	12	2	6.74
ENG Total	1217	140	839.93
ESL Total	143	11	117.14
GEL Total	20	3	37.8
GEO Total	35	11	21.54
GES Total	52	17	66.35
HEA Total	110	28	53.13
HIS Total	154	33	101.14
MAN Total	27	3	15.93
MAT Total	516	77	460.37
MUS Total	30	4	44.49
NBE Total	40	27	16.9
NUR Total	121	37	77.91
OFA Total	312	22	244.19
PHI Total	19	7	7.65
POS Total	36	8	31.51
PSY Total	99	23	75.13
RDG Total	154	26	83.44
SOC Total	13	8	4.91
SPA Total	88	13	43.4
SPE Total	52	12	21.63
Other Total	3070	290	1821.33
Grand Total	6091	900	3030

II. Accomplishments in Achieving Goals Outlined in the Previous Program Review.
a. Describe progress in achieving goals outlined in the previous program review, including evidence documenting such achievements.
b. Explain modifications of goals outlined in the previous program review, including evidence documenting such modifications
c. Describe specific, documented accomplishments that support and facilitate the achievement and assessment of student learning outcomes, including measures employed to evaluate program effectiveness in achieving such outcomes..

Recommendation 1: Provide easier access to counseling of assessment scores by implementing automatic scores reporting to the registration system
    a. Accomplishments: We were never able to have assessment scores placed into the Jenzabar system and stopped trying once it was determined that we would be moving to a new platform.
    b. Modifications in goal: Now that the DATATEL platform has been implemented we began by manually inputting assessment scores going back 2 years. We have not yet automated the system and are waiting on DATATEL implementation team to be ready.
    c.. Measures to evaluate accomplishment will be automatic updates made to Datatel/Colleague: There are a number of aspects outside of this department that must occur prior to implementation.

Recommendation 2: To have Needles site offering online assessment
    a. This goal has been accomplished
    b. there are no modifications to this goal.
    c. Online assessments activity for Needles is demonstrated by evaluation of 250 student assessments at Needles from February 2007 to December 2009.

Recommendation 3: To develop better tracking of inmate assessment materials and results
    a. Accomplishments: This goal has partially been accomplished; however during the past three years College Board has changed platforms 2 times with the result that access to past data has been lost. A system has been put in place to track materials, agreements, and better coordinate resources with proctors and distance education.
    b. Modifications to goal: Temporarily inmate assessment is being scored and entered by hand. This is a result of the change to the reporting and scoring mechanism adopted by College Board. A goal to bring this service back to past level or to find an alternative will be adopted for next plan.
    c. Evidence of system of tracking resources can be found by viewing tracking program logs and agreement logs.

Recommendation 4: To re-evaluate cut scores of assessment through a validation study in 2008
    a. This goal has partially been met.

b. Modifications to goal: With the implementation of DATATEL, I decided to postpone the validation study until Fall 2009. The data has been gathered and completion and implementation of changes are scheduled for the Spring 2010 semester.

c. Evaluation: The purpose of this goal is to meet state matriculation objectives. Measurement will be a completed report.

Recommendation 5: To communicate critical assessment data to divisions

a. Accomplishments: This goal has only been partially met.

b. Modifications FERPA regulations and best practices outlined in the Basic Skills handbook indicate that access to this information should be restricted on a need to know basis.

Recommendation 6: Higher fulltime staff to handle distribution of materials and manage testing of distance education materials.

b. Modifications in goal: During the past program review, the distribution of distance education materials and testing of distance education students was the responsibility of the Learning Skills Center. A program review goal of documenting activities, increasing access and standardizing activities was developed. This goal, although accomplished in part during the last cycle as made moot due to the reorganization and movement of the distance education department.

Recommendation 7: Previous Program Review Goals in conjunction with Title V Learning Community Grant. The director of the Learning skills Center was assigned responsibility for implementation of the Title V grant which was a student success grant for basic skills students. The major objectives of this grant were:

- Faculty development
- Research
- Development of learning communities in remedial courses
- Increase persistence in remedial courses
- Increase student success in remedial courses
- Increase student awareness of financial aid and career pathways

a.. Accomplishments: Because of the role of the Learning Skills Director in the grant, program review goals were developed to incorporate grant activities into the Learning Skills Center. These goals included coordination of math, English and reading courses into a learning community. This was accomplished each period during the last 3 years. Insuring correct placement of students in learning communities with appropriate assessment was accomplished for learning community students by increasing coordination with faculty, instruction office as well as counseling by publishing a learning community program in the schedule.

b. Modifications to learning communities were made each semester and ENG 99 and MAT 88 are now to be included as basic skills courses. Further schedule modifications will need to be adopted.

c. Evidence for faculty development for basic skills instructors include seminar and workshop attendance as well as presentations to faculty during Institute Days and Flex Days. In addition, regular meetings and trainings were held and seminars were conducted, however with changes in faculty much of what was gained needs to be reintroduced to new faculty.

Recommendation 8: Increase ability of the center to track student activities.
a. Accomplishments: this goal was accomplished through purchasing software and distributing its use through out the campus to Needles, DSP&S lab, library, Spring Street ESL lab.
b. Modifications to goal: The ability to access and develop the database has been compromised by moving to the DATATEL/Colleague platform. Data updates and complete data requested is still not available from this system.
c. Evidence of tracking is available through reports generated by the Tutortrac software each semester.

Recommendation 9: Expand Services to outlying student populations and increase student access to faculty tutors at Needles and Main campus and ESL
a. Accomplishments: This was accomplished utilizing two adjunct instructors at the main campus and one adjunct instructor at Needles as well as two adjunct instructors for ESL at Spring Street. Because we utilize adjunct, rather than permanent employees, the LSC has been able to be flexible in reaching this goal.
b. Modifications to goal: The changes in the organizational structure of the English department labs has influenced the way the writing tutorials have been provided. The LSC through the Title V grant, and subsequent Basic Skills grant has provided financial support so the writing lab hours have been extended to allow non-basic skills students to attend.
c. Evidence: The number of faculty hours for tutoring and supplemental skills at Spring Street and in Needles is evidenced by monthly and semester reports of student attendance.

Recommendation 10: Increase peer tutoring and supplemental instruction in basic skills classes
a. Accomplishments: This continues to prove beneficial and is currently coordinated through the Learning Skills center and funded through the Basic Skills grant and is dependent upon the willingness for instructors to participate. Accomplishments: Reading, Writing lab, and Basic Arithmetic (math 80) and Fundamentals of Arithmetic (math 82) are now utilizing student (peer) tutors in the classroom as well as referring students for additional support to the LSC. In some semesters, ESL classes and Spanish classes have also utilized supplemental instruction/peer tutors in the classroom.
b. Changes: this goal fluctuates semester to semester and has been influenced by budget constraints as well as teacher preference. Both the Title V grant and Basic Skills grant have allowed us to continue to provide these services.

c. Evidence: the ongoing evidence of activity towards this goal are evidenced by the hours each semester student peer tutors are assigned to certain classrooms and the subsequent attendance of students from those courses in tutoring sessions.

Recommendation 11: Increase student awareness of Learning Skills Center activities through workshops and web presence:

    a. Accomplishments: The Learning Skills Center now offers 6-10 seminars each semester in conjunction with EOPS/CARE. Although moderately successful when advertised the student population, the best results are found in offering to conduct the seminar in specific classes. A new goal will be developed to reflect this change. Not accomplished is updated webpage.

    b. Changes

    c. Evidence of workshops provided through flyers and attendance.

Recommendation 12: Adopt supplemental instruction remedial software for students.

    a. Accomplishment: Skills Tutor has been purchased as an online resource for basic skills students to review reading, sentence and math skills

    b. Changes/ evaluation . Although software has been selected and is currently being utilized to some extent, it is not currently seen as successful primarily because:

        i. Students do not seem to be motivated to learn on their own, if services are not directly related to course goals.

        ii. Instructors do not have a clear buy-in to non specific course goals.

Recommendation 13: Increase student contract, follow-up and intervention for students on probation and students needing assistance in their coursework.

    a. Accomplishments: This goal is only partially met, and a more effective approach is needed to address early-alert concerns.

    b. Changes: It is hoped that referrals will be more easily made from Datatel

III.   New Goals/ Continuation and Modification of Previous goals

The recommendations for the Learning Skills Center support student success through providing services directly students and contributing to goals established by the Chancellor's office for community colleges as well as the accrediting agency.

    A. Goals: The Learning Skills Center shall continue to play a critical role in assessment and accomplish the following:

    A.1.*Recommendation: Provide easier access to counseling of assessment scores by implementing automatic scores reporting to the registration system and complete the project to have assessment scores automatically input into the DATATEL/Colleague system*

A.2 Recommendation: Reevaluate assessment instruments to reduce costs particularly for inmate testing. Select a new instrument, develop cut scores, and validate cut scores for that instrument.
A.3. Complete validation study for current students.
A.4 Develop capacity to provide assessment for online distance education students.

B.Goals related to Tutoring and Supplemental Skills
B.1 Increase the number of tutors in Needles
B.2 Increase the resources (textbooks and software) available to students at both campuses. Evaluate E-texts costs and benefits for possible adoption.
B.3 Develop supplemental skills resources for at least 2new academic areas and can support of faculty for those activities. (For example supplemental skills labs for psychology or child development or nursing)
B.4 Reinstate hours lost due to budget cuts.
B.4 As budget allows, expand writing center and reading center to make additional services available to the general education student.
B.5. Develop capacity to meet tutoring needs of online students and implement an online tutoring program.
B.6 Develop a center for math tutoring out of the mall much like the writing center.

C.Goals related to Basic Skills:
C.1 Continue coordination of basic skills grant and associated activities
C.2 Provide expanded services to students in ENG 99 and MAT 88 (not previously included in supplemental skills and basic skills activities.)
C.3 Evaluate software for basic skills students.

D.Goals related to expanding awareness of LSC and services:
D.1. Update web presence working with webmaster and Title 3 to make tutoring more visible.
D.2 Expand awareness of tutoring resources for evening students.

IV.   Personnel Summary
   A. Learning Skills Personnel consists of:
- One permanent full-time coordinator at the main campus.
- A part-time adjunct providing ESL labs and math tutoring on the main campus. Also provides required faculty coverage for Fridays, some evenings as well as math tutoring. He also provides back up support for assessment and summer school tutoring.
- A part-time adjunct instructor providing some required faculty coverage two nights a week and some summer school assistance. Currently working a slightly reduce schedule to accommodate budget cuts.

- A part-time counseling, advising, tutoring and teaching of basic skills students in Needles. Currently funded through combination of matriculation, EOPS, Basic Skills and Title 3**.**
- An adjunct part-time faculty tutoring math in Needles approximately 6 hours a week.
    .

Main Campus
The Learning Skills Center on the main campus is open 8:00 am to 8:00 p.m. Monday through Thursday and 8:00 a.m. to 4:00 p.m. on Friday.
Currently hours have been reduced in response to budget cuts to 8:00 a.m. to 7:00 p.m. Monday through Thursday and 10:00a.m. to 2:00p.m.Friday.
The director works 8:00a.m. to 6:00p.m. Monday to Thursday. Another faculty provides coverage for meetings and math tutoring 2:00 to 7:00 Tuesday and Thursday and 10:00 to 2:00 on Friday. Additional coverage is provided on Monday and Wednesday night providing tutoring and support services 5:00 to 7:00.
Needles Campus
Needles campus provides services between classes and is has a flexible schedule that is coordinated through the assistant dean .
Student tutors augment the schedule.

B. Staffing Needs:
  a. *Recommendation that the institution begin review of needs for replacement of Learning Skills Center Director for 2012.*
  b. *Recommendation that one part-time temporary position become permanent part-time.*
  c. *Recommendation that a permanent full-time position in Needles be developed within 3 years that combines counseling, assessment and tutoring of basic skills student.*
  d. *Unmet needs providing man-power resources to respond to technology problems: computers not working, printers not working, software not installed.*

V.   Staff Development

   a. *As adjunct temporary personnel become permanent part-time personnel training in computerized programs, basic skills goals, and placement services need to be developed.*
   b. *Training or additional personnel need to be assigned to deal with problems associated with technology: computers not working, printers not working software not installed*

VI.   Facilities and Equipment

   a. *Computers need to be replaced on a schedule of no later than every 3 years. Recommend that we review purchase vs lease options in technology plan.*
   b. *All computers that are 7 years or older need to be replaced in the coming budget year. This was proposed for 2009-2010, however due to budget shortfalls, this goal was not met.*
   c. *Certain group tutoring needs to be moved to a classroom.*

VII.   Financial Resources

a. *Matriculation, Title V, Basic Skills grant as well as funding generated by supplemental skills classes and tutoring generate revenue to fund activities.*
b. *The Learning Skills budget has been reduced overtime to utilize other revenue streams.*
c. *The following represents the LSC Goal: 6110. Salaries and benefits include **part of:***

   i.   *the director's salary*
   ii. *other hourly faculty members' salary at the LSC main campus*
   iii. *student tutors and aides*
   iv. *other hourly faculty members' salary at Needles*

LSC-6110	Salaries	Benefits	Supplies	Contracts	Capital	TOTAL
2008-2009	90,364.98	19,828.02	1,726.51	86.40	0.00	112,005.91
2007-2008	62,151.70	19,366.63	4,457.11	185.00	0.00	86,160.44
2006-2007	88,953.04	15,825.58	987.24	435.28	0.00	106,201.14

When all areas that utilize the Goal 6110 are taken into account the following data has been collected. BSI includes non-funded writing labs, counseling at Needles and at Spring Street, and faculty tutors at Needles.

2008-2009	Salaries	Benefits	Supplies	Contracts	Capital	TOTAL
LSC	90,364.98	19,828.02	1,726.51	86.40	-	112,005.91
MTX	29,566.79	7,857.15	-	-	-	37,423.94
BSI	70,118.28	4,069.51	-	1,627.13	8,000.30	83,815.22
2008-2009	**190,050.05**	**31,754.68**	**1,726.51**	**1,713.53**	**8,000.30**	**233,245.07**

2007-2008	Salaries	Benefits	Supplies	Contracts	Capital	TOTAL
LSC	62,151.70	19,366.63	4,457.11	185.00	-	86,160.44
NDL	1,121.26	21.42	-	-	-	1,142.68
BSI	22,539.22	3,326.49	2.00	3,976.03	-	29,843.74
2007-2008	**85,812.18**	**22,714.54**	**4,459.11**	**4,161.03**	**-**	**117,146.86**

2006-2007	Salaries	Benefits	Supplies	Contracts	Capital	TOTAL
LSC	88,953.04	15,825.58	987.24	435.28	-	106,201.14
2006-2007	**88,953.04**	**15,825.58**	**987.24**	**435.28**	**-**	**106,201.14**

VIII Strengths and Weaknesses
A strength of the Learning Skills Center is its flexibility in being able to respond to the changing needs of the college and its students. As class schedules and course offerings change, the demands on adjunct faculty and student tutors change from semester to semester as well as week to week. By employing adjunct faculty, the Learning Skills Center is able to keep its costs down and at the same time provide a high level of service.

Another strength of the Learning Skills Center is its employment of a flexible director that has been able to take on multiple tasks, from accreditation to managing grants, while at the same time being able to focus on individual student needs from help with a basic skills math problem, to answering questions about more advanced subjects.

A corresponding weakness results by not having full time permanent employees that are accustomed to handling the same subjects and issues each semester. Another weakness is in

services provided at the Needles campus. Although the LSC currently employs two part-time instructors in Needles– one in English and one in math, the goal is to eventually have one permanent faculty member in Needles.

Another weakness is the frequent problems experienced with technology issues. Issues with Datatel have compounded an already complex process in establishing a daily updated student database with student course enrollment information. Additional technology issues arise as a result of not having computer workstations with the same software that students use in the classrooms, having computers that are too old to load the new operating system, having computers taken for repair and not replaced leaving stations empty, frequent problems connecting to printers, some computers having one set of programs and others not having those programs.

Another weakness arises out of the need to stay abreast of the changing textbooks students use in their classroom. One solution I am proposing for next semester is to purchase online authorization codes each semester for textbooks as needed.

Looking Forward:

The Learning Skills Center operation will have an opportunity to make a number of changes as new facilities come online. At that time, the learning skills center may co-locate with the library in a free standing building, as recommended by the 2010 Educational and facilities Master Plan.