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| **ALIGNMENT WITH THE COLLEGE MISSION** |

**College Mission**

Sauk Valley Community College is an institution of higher education that provides quality learning opportunities to meet the diverse needs of its students and community.

**College Vision**

Sauk Valley Community College will be recognized as a benchmark institution of higher education that provides exceptional learning opportunities in response to the diverse needs of its students and community.

**Unit Mission**

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| The goal of the Learning Assistance Center (LAC) is to help meet the academic needs of students by supplementing their classroom instruction with tutoring, instructional materials, equipment, and testing. |

**List the major functions carried out by this Unit** (list as many are appropriate):

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| Provide walk-in tutoring for academic areas at SVCC  Provide tools for student success, i.e., computers, videos, DVDs, handouts  Administer and monitor exams:   * Makeup * Retake * Independent study program * Telecourse and internet (on limited basis) * CLEP * DSST |

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| **SECTION A: FINANCES** |

1. Describe the *results* of the Unit’s efforts to improve its financial viability that were implemented since the last program review. (Note: refer to past operational plans.)

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| * One full-time faculty position in the LAC was eliminated in FY’06. The savings to the college was an estimated $55,000 per year in wages and benefits. Coordinator’s position was changed to professional/technical position in FY’07. * From FY 06 to FY 08, LAC’s cost per student hour has decreased from $5.78/hr to $4.28. A spreadsheet with this information is included in this report. (Appendix A) * All travel and conference money was discontinued due to budget constraints. * No new equipment has been purchased for the students in the LAC, only reconditioned hand me down older equipment has been placed in the LAC in the last five years. * In the last two years two community members have volunteered their time in the LAC thus allowing the LAC to save additional dollars. |

1. Describe the *results* of the Unit’s efforts to “go green” that were implemented since the last program review; ***OR*** indicate “None.” (Note: refer to past operational plans.)

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| * The LAC makes use of previously used paper for scrap paper for student use thus eliminating purchasing paper for this use or requiring students to provide their own paper. This paper is then recycled. * The LAC uses recharged toner cartridges and continues to recycle them. * The LAC requires students to print multiple PowerPoint slides on one sheet of paper. * The implementation of the college’s new policy to track student printing has resulted in student and staff awareness of number of copies that they print. All nonstudents are referred to the library to pay for their print charges. At present time LAC students are not charged for printing costs. * The LAC continues to improve air quality by maintaining a significant number of green plants. * The LAC participates in Sauk’s recycling program. |

1. Describe how the Unit’s financial viability may be improved.

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| In the future, an assessment fee for students taking CLEP, DSST, or independent study exams from other colleges may need to be charged. This service is being offered more each year thus taking more of the Coordinator’s time away from tutoring Sauk students. Of seven community colleges surveyed, only one has implemented this type of fee. (Appendix B) |

1. Summarize activities to improve the Unit’s financial viability or to “go green” in the operational plan and code as PA. Indicate below if activities will be included in the operational plan.

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| Activities included in the operational plan  X No activities included in the operational plan |

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| **SECTION B: STAFF** |

1. Describe any recommended changes in staffing; ***OR*** indicate “None.”

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| * If additional testing is required by the college and the LAC will be asked to fill this role then additional staff will be required to help with this task. * The on-line nursing program has requested that the LAC monitor tests for their on-line courses. At this time the LAC can handle the additional 8 students. If the program would continue to grow then additional staff will be needed to help with the testing demands. |

1. What percent of the Unit’s staff have participated in professional development activities during the past five years? (Note: refer to Annual Review, Item 1.)

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| --- | --- | --- |
| **Year** | **Number of Employees** | **Percent in Professional Development** |
| FY08 | 18 | 89%\* |
| FY07 | 18 | 83%\* |
| FY06 | 15 | 93%\* |
| FY05 | 18 | 94%\* |
| FY04 | 18 | 94%\* |

\*The LAC offers professional development activities for all tutors at the beginning of the fall semester. In the fall of FY ‘08 the LAC tutors were participants in the Sauk wide tutor training sessions. Sessions included duties and expectations of tutors and tutees, characteristics of a good tutor, mock tutoring demonstrations, boundaries for tutors and tutees, information on available resources both inside SVCC and in the community, learning styles, and a group team building activity. Each tutor also will stay abreast of necessary materials required for tutoring in the LAC on a semester basis. The reason the percentage is not at 100% is that a few tutors were hired after the beginning of the fall semester.

1. Describe any *specialized* professional development that may be required during the next five years, why it may be required, and how many may be affected; ***OR*** indicate “None.”

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| * With the need for additional testing demands, further training will be required for staff overseeing the testing. * Beginning in FY’09 all special needs students are using the LAC’s services. Additional training will be necessary to be successful with tutoring special needs students. * The Developmental Task Force is currently looking into the success of Sauk’s developmental students. Additional training may be necessary to meet their needs. * In the fall of FY’10, academic ESL classes will be offered for the first time at the college. At present we are not sure how this will affect the ESL student coming to the LAC. * With the projection that more on-line courses are going to be offered in the near future at Sauk, additional computer training will be required for the tutors. |

1. Describe any anticipated changes in the need for staff during the next five years, ***OR*** indicate “None.”

|  |
| --- |
| * Over the last four years, the student contact hours have increased. Viewing the chart, the average student hours of usage per day has also shown an increase. While students are increasing their attendance in the LAC, the chart also shows that they are tending to increase the time spent while in the LAC. (Appendix C) If this trend should continue, then additional staff will be necessary. * Should additional testing be required of the LAC, additional staff will be needed to cover the anticipated testing times. |

1. Summarize activities that the Unit will perform related to this section in the operational plan and code as PB. Indicate below if activities will be included in the operational plan ***AND/OR*** submit a completed *Personnel Change Request Form.* Indicate below if activities will be included in the operational plan, and if a *Personnel Change Request Form* is attached.

|  |
| --- |
| Activities included in the operational plan  X No activities included in the operational plan  A *Personnel Change Request Form* is attached |

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| **SECTION C: FACILITIES** |

1. Identify facility deficiencies that negatively impact the Unit, ***OR*** indicate “None.”

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| * Upon reviewing the student surveys we have conducted in the LAC, two topics are mentioned on a frequent basis. They are the need for a larger tutoring center and to provide a quieter testing area in the LAC. (Appendix D) The observation that a larger tutoring center is needed was also mentioned in the faculty survey included in Section D: Services portion of this review. This is in the initial stages of discussion. |

1. Identify anticipated facility improvements and/or additional facilities that will be required during the next five years on-campus, ***OR*** indicate “None.”

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| * If the one-stop incorporates college-wide testing, the current testing area in the LAC could be used for quiet study or tutoring. * If the testing area remains with the LAC, the necessity may arise for a separate computer testing area. * Our testing area currently only provides room for a few computers and the noise from students keyboarding distracts students who are taking a “paper and pencil” test, thus the need for a more quiet area. |

1. Summarize activities to initiate on-campus facility improvements and/or additions in the operational plan and code as PC ***AND/OR*** submit a completed *Major Project Request Form.* Indicate below if activities will be included in the operational plan, and if a *Major Project Request Form* is attached.

|  |
| --- |
| Activities included in the operational plan  X No activities included in the operational plan  A completed *Major Project Request Form* accompanies this program review. |

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| **SECTION D: SERVICES** |

1. Describe the efforts used by the Unit to evaluate the quality of services, the findings of those efforts, and how the Unit responded to the findings (include Unit surveys and graduate follow-up surveys); ***OR*** indicate “None.”

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| Student Survey-April 2008 (Appendix D)   |  |  |  | | --- | --- | --- | | Number of students | Response/% | Statement | | 150 | 125/83% | I like………………. | | 85 | 21/25% | I dislike “nothing” | | 75 | 30/40% | For the future I would suggest ………………… |   The comments were similar to student comments made in past surveys; however student input is always appreciated and helpful for the daily operation of the LAC, as well as in the planning process for any future changes that may need to be implemented. This survey is administered every other year.   * The survey indicated that Monday was the day of the week that most students chose to use the LAC, with Friday being the day least utilized. Based on this information, the LAC is staffed with more personnel on Mondays and cut backs are done with Friday hours of tutoring provided. * The LAC’s maximum utilization is from 10 a.m.to 2 p.m. according to the survey results. Again the most staff is available during these hours for help and assistance for the students. * On average the students use the LAC from 1-3 hours per week. This information is also available in Appendix C. * Students reported that the following activities were utilized in the following order:   + Doing homework   + Receiving tutoring services   + Testing   + Using computers   + Review sessions * During the LAC tutor training sessions, this information was discussed as to how students want to use their time in the LAC. * Math is the primary course that students indicated they needed help with along with Biology, Chemistry, and English. In these subject matter areas the LAC asks faculty for student recommendations each spring semester for future tutors for the LAC.   Faculty Evaluation of LAC – Fall 2008   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | Do not use | 1 | 2 | 3 | 4 | **5 (very helpful)** | | **Makeup Testing** | 12% | 0% | 0% | 5% | 2% | **80%** | | **Overall Service** | 7% | 0% | 2% | 4% | 17% | **72%** | | **Test Security** | 21% | 0% | 4% | 5% | 16% | **53%** | | **Tutoring** | 22% | 0% | 4% | 9% | **26%** | **48%** | | Retake Testing | 48% | 0% | 0% | 0% | 4% | 45% | | Tours /Class Visits | 47% | 0% | 7% | 2% | 10% | 33% | | Computers | 49% | 0% | 2% | 10% | 12% | 28% | | Handouts | 48% | 0% | 0% | 4% | 12% | 28% | | Study/Testing Tips | 33% | 2% | 4% | 12% | 17% | 24% | | Videos /DVDs | 55% | 0% | 2% | 5% | 10% | 17% | | Telecourse /Online Testing | 74% | 0% | 0% | 2% | 4% | 17% | | Solution Manuals | 48% | 0% | 4% | 4% | 9% | 14% | | Review Sessions | 62% | 2% | 4% | 5% | 7% | 10% |  * A total of 58 full and part-time faculty participated in this survey. Faculty members were asked to indicate the helpfulness of the above services for themselves and their students. * The survey indicated that the top five services used by the faculty who responded were: makeup testing, test security, tutoring, retake testing, and class tours. * While the LAC also provided the following services: computers, handouts, study and testing tips, videos and DVDs, telecourse/online testing, solution manuals, and review sessions, the faculty rated these services as less important services being provided by the LAC. * According to the faculty, the overall services section on the comment sheet indicates the positive services being currently provided by the LAC staff. * Suggestions for improvement included the following: a larger room, open on Saturday, more marketing efforts to advertise the LAC, need more dollars in the LAC budget, and a possible training provided at an in-service day.   + It is currently being explored to see if a larger room is available that would accommodate students. We would like this room to be on first floor where the majority of the students would have access to LAC services.   + Due to budget constraints, Saturday hours are not possible at this time.   + Currently an LAC staff member offers to speak to PSY 100 classes and all academic classes each semester to market the program. Advertising is done on bulletin boards, in the SVCC elevator, and in classrooms to get student attention to attend the LAC.   + The LAC staff is providing the best of services that are possible with the dollars provided to them.   + The LAC Coordinator will explore the possibility of providing information at a future faculty forum.   LAC Tutor Survey - December 2008 (administered every year)  **Percentages from Tutor Survey**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **1** | **2** | **3** | **4** | **5** | | **Scale of 1 to 5, with 5 being the highest rating** | | | | | | | **Challenging** | 0 | 17 | 17 | 51 | 17 | | **Stressful** | 33 | 33 | 33 | 0 | 0 | | **Rewarding** | 0 | 0 | 0 | 0 | 100 | | **Upsetting** | 67 | 33 | 0 | 0 | 0 | | **Fun** | 0 | 0 | 33 | 50 | 17 | | **Boring** | 50 | 50 | 0 | 0 | 0 | | **Satisfying** | 0 | 0 | 0 | 33 | 67 | | **Uncomfortable** | 83 | 17 | 0 | 0 | 0 |  * Tutors mentioned the best part of tutoring was interacting with students and being satisfied when students understood the concepts that were tutored. * The worst part of tutoring was that students were apathetic or did not want to put in the required work. * Suggestions stressed teamwork, communication and promoting services that not all students may be aware of. * Suggestions for new services included offering more review sessions and obtaining math tutorials as they become available on DVDs (rather than videotapes). * When asked what was most helpful about tutor training, the mock tutoring sessions conducted by LAC staff were cited most frequently.   Graduate Follow-up Survey Results of May 2008 graduates  Students who used the LAC rated it 4.41 out of 5, with 5 being the best. This chart indicates the satisfaction level expressed by the SVCC graduates.  Survey of Six Community Colleges.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | Separate Tutoring & Testing Center | ISP/CLEP/DSST Proctoring Fee | Limited Testing Hours | Tutoring Fee | On-line Tutoring | | Kishwaukee | No | No | Yes | No | No | | Richland | Yes | Yes $15 | No | No | No | | Spoon River | No | No | No | No | Yes | | Carl Sandburg | No | No | NA | No | No | | Highland | Yes | Yes | No | No | Yes (limited) | | Danville | Yes | NA | NA | No | No | | Results | Separate Centers  50% | Proctoring Fee  33% | Limit Testing Hrs  17% | Tutoring Fee  0 | On-line Tutoring  33% |   A survey of seven community colleges was conducted in November 2008. The colleges surveyed included Spoon River, Richland, John Wood, Carl Sandburg, Danville, Kishwaukee, and Highland. Of these seven, all responded except John Wood.   * None of the above college tutor/testing centers charged for their services. As seen in the chart above, the services vary from college to college. * With the present budget issues at SVCC, a fee may need to be considered for proctoring of outside tests in the LAC. |

1. Describe the results of the Unit’s efforts to improve the quality of services or expand functions, ***OR*** indicate “None.” (Note: refer to past operational plans.)

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| * The LAC is fortunate to have four faculty members who volunteer an office hour a week in the LAC to be available to students. This service is not at a cost to the LAC but provides additional tutoring for the students thus allowing other tutors to help with more one-on-one tutoring. * We house videos and DVDs for faculty members so their students can access them for more extensive hours than the instructors are available. * The LAC has offered CLEP and DSST testing since 2006. We do testing for a number of online classes offered through SVCC as well as from other colleges. |

1. Describe the results of the Unit’s efforts to improve efficiencies, ***OR*** indicate “None.” (Note: refer to past operational plans.)

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| * The LAC began tracking student use of the LAC with the LogIn attendance system at the beginning of the Fall 2006 semester. This enabled the coordinator to eliminate the chore of deciphering the paper and pencil sign-in system. * The LAC work schedule was examined to eliminate multiple tutors tutoring the same subject matter during the same time period and streamlined according to student demand. * The LAC offers small group review sessions before math tests. This allows groups of up to 20 students to work together with a lead tutor to review test material. * LAC staff developed five new handouts covering math, algebra and writing concepts. |

1. Describe any recommended changes to improve efficiencies or services; ***OR*** indicate “None.”

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| * Explore to see if a larger room is available that would accommodate the LAC and its services. We would like this room to be on first floor where the majority of the students would have access to the current services provided. * The LAC Coordinator will explore the possibility of providing information at a faculty forum meeting in the year of 2009-2010. * The LAC Coordinator will explore the possibility of adding more review sessions and obtaining math tutorials as they become available on DVDs (rather than videotapes). * A fee may need to be explored for proctoring of outside tests in the LAC. |

1. Summarize changes that will be made to improve efficiencies in the operational plan and code as PD.

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| X Activities included in the operational plan  No activities included in the operational plan |

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| **SECTION E: FUTURE DIRECTION** |

1. Describe possible changes that may be imposed on the college that could impact the Unit, such as changing laws, regulations, demographic or environmental changes; ***OR*** indicate “None.”

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| Government funding may decrease due to struggling economy. However, more unemployment usually means retraining funds. Demographics could include an older population requiring a brush-up of basic skills.  If it is decided that the LAC has the responsibility to proctor all online tests, etc, this would impact the LAC in terms of space and staff needed to properly supervise testers. |

1. Describe the future vision of the Unit.

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| To provide staff and students with tutoring and testing services to supplement teacher instruction so that students may obtain a successful learning experience at SVCC. The LAC should exist so that students no longer need the LAC once they are graduating from Sauk. We should empower students to be independent, life-long learners. |

1. List the top five priorities to strengthen the Unit during the next five years.

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| 1. Sufficient funds, from grant, work/study and hard money to insure the quantity and quality of tutors to meet student needs. 2. Establish clear guidelines concerning testing—whether LAC staff take further responsibility for testing for on-line classes and where our responsibility for “entire class” testing ends. This would involve having more computers and sufficient space to accommodate them. 3. LAC and faculty relations must be an on-going connection. Faculty should be aware of our services so they can see our relevance and benefits instructionally to them. Faculty should be encouraged to refer students to the LAC for supplemental instructional assistance. 4. Tutor training to include strategies to appropriately and effectively help special needs and developmental education students. 5. LAC will seek faculty input in tutor selection concentrating on multidisciplinary tutors. |

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| **SECTION H: KEY QUESTIONS** |

1. List two key questions that the Unit will research and answer for this program review.

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| 1 | What are the basic academic areas that have evolved as requiring additional tutoring services in the LAC? How can the LAC meet these needs? |
| 2 | How can the LAC help the reading students be more successful? |

1. For each question, discuss why the question is important to answer, the data that was collected, conclusions drawn, and actions that will be taken in response to the conclusions. Limit discussion to one page or less per question.

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| * Since the four basic academic areas of math, biology, chemistry, and English have evolved as requiring additional tutoring services in the LAC, we must take these into consideration when we solicit faculty recommendations each spring. In the future when we hire professional staff, we should also consider these basic academic areas as those most desirable for new hires. We should schedule tutors accordingly so that we have a sufficient number of tutors available to cover these subjects for the greatest number of hours. Tutoring schedules must revolve around student tutor class hours, thus we are limited to the number of individual service hours. Ideally it would be beneficial if expertise in curricular hours could be multidisciplinary. When one faculty member recommends student tutors, we will ascertain what other classes the individuals have successfully completed and will seek input from their other teachers. The student survey indicated that these were the four major areas that the greatest number of students identified as subjects which they come in to study. This is also born out in the Visit Totals by Course Report which is generated each semester. * Adequate reading skills are a requirement to enroll in most college-level classes. Sauk students’ reading success rate averaged over the last 5 years was 65.6%. This success rate is based on the number of students in the reading classes earning a C or better. Since 2004, the success rate has consistently dropped and in 2008, the success rate was 51%. The LAC will work with the reading faculty to develop a plan to encourage reading students to use the LAC for extra help by use of the Knowledge Works computer program and also by setting up a system for vocabulary test retakes. |

**STUDENT & ACADEMIC SUPPORT SERVICES REVIEW**

**SUMMARY REPORT**

**Required ICCB Report**

**Sauk Valley Community College Academic Year 2008 - 2009**

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| **Service Area** (Unit) | Learning Assistance Center |

**Major Findings and Improvements/Modifications**

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| The LAC has combined forces with Student Support Services, Student Needs and AmeriCorps to offer a college-wide tutor training that eliminates duplication of training. This has served as a team building exercise and is a more efficient use of time. The LAC has also taken over the duty of administering CLEP and DSST testing, bringing another aspect of testing to one location in the college. In addition, the LAC has initiated the use of the Red Canyon LogIn attendance system which eliminates paper and pencil student sign ins for use of the facility and also frees the coordinator from the task of deciphering and entering this data. The system is capable of generating a wide range of student usage reports for our analysis which will enable us to schedule tutors and services at appropriate times. |

**Statewide Program Issues (if applicable)**

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| None at this time. |

**BEST PRACTICES REPORT**

**Optional ICCB Report**

**Sauk Valley Community College Academic Year 2008 - 2009**

**Title of Best Practice**

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|  |

**Programmatic Area**

⁭ Academic Discipline

⁭ Career and Technical Education

⁭ Cross-Disciplinary

X Student & Academic Support Services

**Description of the innovation/best practice (150 word limit)**

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**What are the results/measurable outcomes?**

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**Contact Information**

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| **FINAL NOTES:**   * Complete the Program review using this document as a template. * The Program Review is **due December 1, 2008**. * The Program Review should be submitted as an e-mail attachment to:   + The program’s administrative supervisor, and   + The chair of the Program Review Committee, Janet Lynch. * The names of the Program Review Team are to be included in the electronic version. * Print the Signatures and Approval page and obtain signatures from all team members and submit to the chair of the Program Review Committee, Janet Lynch. | |
| **Checklist** | **Supporting Documents to be submitted with this Review** |
|  | ICCB Program Review Report |
|  | ICCB Program Review Report: Best Practices *(optional)* |
|  | FY09 Operational Plan (addendum to original plan) |
|  | Major Project Request Form (referenced in Section D) |
|  | Personnel Change Request Form (referenced in Section B) |
|  | |
|  | **Signatures and Approval** 1) Type names of the team conducting this program review and include with the electronic submission; 2) Print the page and obtain each team member’s signature; 3) Submit the signed page to the chair of the Program Review Committee, Janet Lynch |

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| **SIGNATURES and APPROVALS** |

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| **Names and Signatures of the Program Review Team** Add lines if needed  Signatures indicate that team members concur with the findings of the program review. | |
| **Names** (Indicate chair/co-chairs) | **Signatures** |
| Jane E. Verbout, Chair |  |
| Tom Hamilton |  |
| Peggy Gaumer |  |
| Heather Dowd |  |
| Andrew Schultz |  |
| Andrew Gremba |  |
| Christine Browne |  |
| Virginia Johnson |  |

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| **Program Review Committee** | | |
| This Program Review is complete and acceptable. | |  |
| This Program Review is complete but the conclusions ***are not*** fully substantiated. | |  |
| This Program Review is incomplete and unacceptable. | |  |
| Comments are attached (optional) | |  |
| Program Review Committee Chair/Co-Chair |  | |
| Date |  | |
| Program Review Committee Co-Chair |  | |
| Date |  | |

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| **Administrative Approvals**  Administrative signatures indicate an acceptance of the program review | |
| Program Administrator |  |
| Academic Vice President (if appropriate) |  |
| President |  |

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| **Appendix A  LAC Financial Data** | | | | | | | |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  | **Total** |  | **Amount** |
|  |  | **Money** |  |  | **Student** |  | **Per Student** |
| **FY** |  | **Source** | **Amount** |  | **Hours** |  | **Hour** |
|  |  |  |  |  |  |  |  |
| **07-08** |  | Hard | 64,760 |  |  |  |  |
|  |  | CWS | 5,610 |  |  |  |  |
|  |  | Perkins | 26,504 |  |  |  |  |
|  |  | **TOTAL** | **96,874** |  | **22,659** |  | **$ 4.28** |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **06-07** |  | Hard | 61,433 |  |  |  |  |
|  |  | CWS | 6,555 |  |  |  |  |
|  |  | Perkins | 26,210 |  |  |  |  |
|  |  | **TOTAL** | **94,198** |  | **22,290** |  | **$ 4.23** |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **05-06** |  | Hard | 84,892 |  |  |  |  |
|  |  | CWS | 6,159 |  |  |  |  |
|  |  | Perkins | 26,277 |  |  |  |  |
|  |  | **TOTAL** | **117,328** |  | **20,316** |  | **$ 5.78** |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **04-05** |  | Hard | 60,743 |  |  |  |  |
|  |  | CWS | 3,123 |  |  |  |  |
|  |  | Perkins | 28,570 |  |  |  |  |
|  |  | **TOTAL** | **92,436** |  | **20,501** |  | **$ 4.51** |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **03-04** |  | Hard | 115,493 |  |  |  |  |
|  |  | CWS | 4,531 |  |  |  |  |
|  |  | Perkins | 25,123 |  |  |  |  |
|  |  | **TOTAL** | **145,147** |  | **25,407** |  | **$ 5.71** |
|  |  |  |  |  |  |  |  |

Appendix B

LAC Survey of Community Colleges

A survey of seven community colleges was conducted in November 2008. The colleges surveyed included Spoon River, Richland, John Wood, Carl Sandburg, Danville, Kishwaukee, and Highland. Of these seven, all responded except John Wood.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Separate Tutoring & Testing Center | ISP/CLEP/DSST Proctoring Fee | Limited Testing Hours | Tutoring Fee | On-line Tutoring |
| Kishwaukee | No | No | Yes | No | No |
| Richland | Yes | Yes $15 | No | No | No |
| Spoon River | No | No | No | No | Yes |
| Carl Sandburg | No | No | NA | No | No |
| Highland | Yes | Yes | No | No | Yes (limited) |
| Danville | Yes | NA | NA | No | No |
| Results | Separate Centers  50% | Proctoring Fee  33% | Limit Testing Hrs  17% | Tutoring Fee  0 | On-line Tutoring  33% |

The following questions were covered in the survey:

Does your institution have separate tutoring and testing centers? (Or are both combined in a tutoring center?)

Of the six colleges responding, one third have separate testing centers under the same director, one third have combined tutoring/testing centers and one third offer tutoring only.

Is there a charge/fee for proctoring exams for other institutions (independent study, internet courses) or for CLEP or DSST (DANTES) exams?

Two of the six colleges (or one third) charge a fee for proctoring exams from outside the college. One is considering instituting a fee.

If testing is performed in the LAC, are there limited hours for testing—for instance, not every hour that tutoring is available, but times when more staff can monitor the testing area?

Only one of the six colleges surveyed limits testing hours.

If you do not currently charge for tutoring, has your institution considered assessing a fee for tutoring?

None of the responding colleges charges for tutoring.

Does the college offer any on-line tutoring and is it coordinated through the LAC or is it contracted out?

Two of the six colleges (or one third) offer on-line tutoring, but one, (Highland) only offers on-line tutoring to nursing students.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Appendix C LAC USAGE REPORT |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | **S U M M E R** | | | |  | **F A L L** | | | |  | **S P R I N G** | | | |
|  |  | **2008** | **2007** | **2006** | **2005** |  | **2008** | **2007** | **2006** | **2005** |  | **2008** | **2007** | **2006** | **2005** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Unique student count** |  | **243** | **220** | **364** | **371** |  | **1,082** | **1,096** | **1,106** | **1,336** |  | **1042** | **905** | **1,205** | **1,297** |
| Pct. Change from Previous Yr (%) |  | 10 | -40 | -2 | n/a |  | -1 | -1 | -17 | n/a |  | 15 | -25 | -7 | n/a |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Student Visits** |  | **1,153** | **1,363** | **1,596** | **1,336** |  | **9,634** | **8,760** | **8,742** | **9,721** |  | **7704** | **7,923** | **7,636** | **8,249** |
| Pct. Change from Previous Yr (%) |  | -15 | -15 | 19 | n/a |  | 10 | 0 | -10 | n/a |  | -3 | 4 | -7 | n/a |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Days Open** |  | **32** | **31** | **31** | **30** |  | **76** | **76** | **76** | **76** |  | **78** | **79** | **81** | **81** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Avg. Students per Day** |  | **36** | **44** | **51** | **45** |  | **127** | **115** | **115** | **128** |  | **99** | **100** | **94** | **102** |
| Pct. Change from Previous Yr (%) |  | -18 | -15 | 16 | n/a |  | 10 | 0 | -10 | n/a |  | -1 | 6 | -7 | n/a |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Student Hours |  | 1,564 | 1,910 | 2,050 | 1,605 |  | 12,720 | 10,728 | 10,302 | 10,317 |  | 9874 | 9,726 | 8,394 | 8,177 |
| Pct. Change from Previous Yr (%) | | -18 | -7 | 28 | n/a |  | 19 | 4 | 0 | n/a |  | 2 | 16 | 3 | n/a |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Avg. Student Hours per Day |  | 49 | 62 | 66 | 54 |  | 167 | 141 | 136 | 136 |  | 127 | 123 | 104 | 101 |
| Pct. Change from Previous Yr (%) | | -20 | -7 | 24 | n/a |  | 18 | 4 | 0 | n/a |  | 3 | 19 | 3 | n/a |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Avg. Hours per Student Visit |  | 1.36 | 1.40 | 1.28 | 1.20 |  | 1.31 | 1.22 | 1.18 | 1.06 |  | 1.28 | 1.23 | 1.10 | 0.99 |
| Pct. Change from Previous Yr (%) | | -3 | 9 | 7 | n/a |  | 7 | 4 | 11 | n/a |  | 4 | 12 | 11 | n/a |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Data Collection Method |  | New | New | Old | Old |  | New | New | New | Old |  | New | New | Old | Old |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

CONDENSATION OF LAC OPEN-ENDED STATEMENTS

7. I like

Of 150 students surveyed, 125 (83%) responded to this open-ended statement. While statements were overall very appreciative of the assistance received, specific items cited most frequently included the friendly and knowledgeable staff, the variety of methods used to tutor, the relaxed atmosphere, and the availability of help when needed.

8. I dislike

Although 85 students finished this statement, 21 (25%) replied, “Nothing.” Twenty-three students mentioned the noise level; 13 mentioned tutors being too busy, and 7 mentioned lack of space.

9. For the future I would suggest

Out of 75 students who responded, 30 (40%) recommended keeping the status quo. Nineteen students suggested that more tutors be made available. Respondents also offered suggestions such as that more space be provided, that voices be lowered or silenced and that hours be extended on Friday afternoons.

The comments were similar to student comments made in past surveys; however, student input is always appreciated and helpful for the daily operation of the LAC, as well as in the planning process.

Please answer the following questions with one or more checks as they apply to you.

1. I use the Learning Assistance Center mostly on

96 77 88 78 58

Mondays Tuesdays Wednesdays Thursdays Fridays

2. The time I generally come is from

39 78 63 43 33

8 - 10 10 - 12 12 - 2 2 - 4 4 - 8

3. On the average I spend this many hours per week in the Center

24 43 40 22 30

0 - 1 1 - 2 2 - 3 3 - 4 4 or more

4. My activities in the Center include

110 96 119 67 23

Receiving Testing Doing Using Review

tutoring homework computers Sessions

5. I come to the Center mainly to work on the following courses (with number)

(see attached)

6. The Learning Assistance Center has offered me

97 36 20

great help much help some help little help no help

7. I like

8. I dislike

9. For the future I would suggest

Use back (if necessary) for questions 7 through 9.

Thank you!

MAT 070 2

072 8

074 16

076 5

080 14

106 5

111 4

115 4

121 21

122 2

150 1

203 5

204 1

205 2

220 1

220 1

221 6

240 6

No Number 10

ACC 100 5

101 2

102 2

No Number 1

ART No Number 2

BIO 103 2

104 1

105 8

108 1

110 1

120 1

123 1

No Number 1

BUS 103 5

222 1

CHE 101 1

102 1

103 8

105 1

106 3

202 1

CIS 109 3

CJS 108 1

ECO 211 1

212 1

No Number 1

EDU 102 2

221 2

224 1

275 1

ENG 099 2

101 1

103 8

No Number 5

GSC 106 1

IND 116 2

HUM 210 1

112 1

LAN 262 1

MUS 201 1

NRS 109 1

110 1

132 1

No Number 1

PED 213 1

PHL 102 2

104 1

PSY 103 6

PHY 175 1

RDG 098 5

SPE 131