

STUDENT & ACADEMIC SUPPORT PROGRAM REVIEW

Learning Assistance Center

What is a Program Review?

This program review is a comprehensive study of the quality and cost effectiveness of a particular student and/or academic support service program. The purpose of Sauk’s program review process is to promote continuous improvement and to link those improvements to other internal processes, including curriculum development, assessment, budgeting, facility planning, and to the strategic plan through operational plans. Information provided in program reviews will be used in internal reports, reports to other agencies, and for institutional planning. The program review for each area is conducted once every five years as dictated by a schedule created by the Illinois Community College Board (ICCB).

Why is a Program Review necessary?

ICCB requires all academic & cross-disciplinary programs and all student and academic support services to conduct a program review at least once every five years. The program review process should:

- Examine the need for the program, its quality, and its cost of operation.
- Involve employees of the unit as well as individuals not employed within the unit.
- Examine current information and data on enrollment, persistence, retention, and other data.
- Produce results that are considered in operational planning and budget allocation decisions.

The College’s annual required *Program Review Report* to the ICCB comes directly from the approved program reviews.

Also, as a part of accreditation, the Higher Learning Commission (HLC) requires institutions to have an established process to regularly review all programs. However, each institution is allowed the latitude to develop and administer a review process that is suited to the institution’s unique circumstances and needs.

Timeline for the Program Review Process

April/May	Areas are informed that they are scheduled to conduct a program review in the fall of the next academic year
July-Early September	Optional “early start” is available to areas who want to get the Program Review process started sooner. Area leaders are designated Chair of their program review team. A mandatory orientation will be scheduled and hosted by the Dean of Institutional Research and Planning (IR).
Fall semester	Areas conduct their program reviews using this template. The Dean of IR is always available to answer questions during the review process. Occasionally, rough drafts of the PR document will be requested by the Dean of IR for review to stay apprised of progress.
December 20 or sooner	Program reviews are due. Area leaders are responsible for having their Program Reviews submitted on-time or early.
Fall Semester-March	The College’s Program Review Committee will evaluate area program reviews as they are submitted, request revisions and determine if the program review is complete and if the results fully substantiated. The Vice-President of Academics and the College President determine final acceptance of all program reviews.
March	If applicable, Equipment Request forms, Personnel Change Request forms, Renovation Request forms and Major Project Request forms from <u>approved</u> program reviews should be completed. They will be forwarded by the Dean of IR to the President’s Cabinet for consideration.
April	Instructional areas will submit next year’s operational plans, including action items identified in the program review.

Instructions

- The area will form a program review team comprised of 5 to 10 individuals recommended from the following groups:
 - Area/department staff
 - Other employees that are outside the department
 - 1 or 2 students
 - Community members and/or industry representatives who are not SVCC employees
- The program review team will complete this template during the review process. Other formats will not be accepted.

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- All form areas/questions must be completed (unless specifically noted otherwise).
- Resources needed before the Program Review process begins:
 - Past Operational Plans for your area (last five years)
 - Last Program Review for your area
 - Access to the College catalog (online)
 - Access to Student Satisfaction Inventory (SSI) data from Noel-Levitz
- **The ICCB form (found at the end of this template) MUST be completed for each program being reviewed.**
- The Chair of the area's program review committee is responsible for submitting a completed program review. The Chair should submit the following by **December 20th** or earlier to the Dean of IR:
 - Type the names of the program review team on the Program Review Team Signatures page. Type in the dates of all applicable meetings. Each member must sign the signature page before it is submitted as a hard copy.
 - Submit an electronic version of the completed program review template. Do not create a printed copy of the document (besides the signature page).
- The approval process:
 - Submission of the completed PR template to the Program Review Committee alone does not constitute approval.
 - The Program Review Committee may request additional analysis, clarification, or information before the committee determines if the program review is complete. The Program Review Committee may approve the program review as is, may determine that the program review findings are not fully substantiated, or may not approve the program review.
 - Reviews must be approved by the committee, the Dean of Student Services and the President *by March* in order for budgetary requests to be considered. Reports submitted after December 20th may not be approved by the Program Review committee by the March deadline which may jeopardize area budgets, equipment, personnel, renovation or major project requests. Please take the deadlines seriously.

Data forms will be supplied to you as an appendix and attached as a separate file. Please access this file in order to answer the questions found within this template.

QUESTIONS: Contact the Dean of IR, Steve Nunez (ext. 263), with any questions regarding your program review.

Alignment with the College Mission

College Mission *Tells who we are as an institution and what we do*

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 *Tells where we want to go as an institution*

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.

Program Mission

[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 math testing.]

Identify the major functions carried out by this Unit (include as many as are appropriate):

Provide services to meet the academic needs of students enrolled at SVCC.
Provide walk-in tutoring for academic areas at SVCC.
Provide math testing.
Provide tools for student success, i.e., computers, videos, DVDs, handouts, review/study sessions]

PART 1: FINANCES – COST EFFECTIVENESS

Strategic Objectives 3.1 & 3.2

1. Using **Table 1 (rows p-r)** as a reference, has the program stayed within its allocated budget the last five years? Has the allocated budget been adequate for the needs of the program?

[The LAC has stayed within its allocated budget for the last five years. The allocated budget has been adequate for the LAC as it is currently operated.]

2. Using **Table 1 (all rows)** as a reference, *describe* the overall five-year income and expense trends for each program.

[The LAC has consistently stayed within, or under, budget over the past five years, even with the increase in workstudy and student tutors employed in 2012. See Appendix C]

3. *Describe* what your area did during the previous five years to improve the program's financial viability.

- [Reduced number of computers in LAC office from two to one.
- Default for all student printing is duplexing.
- Requested and received Perkin's Grant funds for out of district travel expenses
- Recruited faculty to work office hours in the LAC
 - Jane Hamilton 1 hr/wk fall & spring semesters
 - Tom Irish 1hr/wk fall & spring semesters
 - Ruth Montino 1hr/wk during fall semesters
 - Kevin Megill 2 hr/wk during Fall 2010 semester
 - Eric Forman 1 hr/wk during Spring 2013 semester
- Christine Mikan (adjunct faculty member) volunteered 2-6 hr/wk beginning Spring 2009 through the present
- Recruited community members to volunteer in LAC
 - Don Burnett (former adjunct faculty member and retired Dixon H.S. math teacher) 2-3 hrs/wk. fall and spring semesters beginning Fall 2010 semester to present.

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- Kay Turk (former LAC Coordinator) 2-3 hrs/wk fall and spring semesters beginning Fall 2010 and continuing through Spring 2012.
- Steve Phillips (retired chiropractor) has volunteered 5-10 hr/wk from Fall 2012 to the present.
- In the fall of 2010, a \$10 fee at registration for math 070-122 classes was implemented to help offset the expense of tutors in the LAC since math tutoring constituted 60% of all hours performed in the center.
- Did not hire Instructional Assistant to replace individual who retired in May 2013 at an approximate yearly savings of \$9000.]

4. Describe what your area will do over the next five years to improve the financial viability of the program.

- The LAC will continue to use recharged toner cartridges.
- Continue to recruit qualified community volunteers and faculty for tutoring services.
- Recruit Sauk Scholars to work the weeks before midterms and finals.

→Add the financial viability plan to the Operational Planning matrix found near the end of this program review template.

PART 2: QUALITY

STAFFING

5. Using **Table 2** as a reference, *describe* the five year staffing trends in your area. Is staffing appropriate for the area? Explain.

- [There is currently one full-time professional/technical staff member, the LAC Coordinator.
- The number of part-time professional/technical staff members decreased from 6 in 2009 to 4 in 2013.
- Part-time support staff decreased from 2 to 1.
- The number of work study positions varied as qualified students were hired as they were available during each fiscal year.
- Although not noted in Table 2, (See Appendix A) the LAC has operated with anywhere from 5 to 7 student tutors recommended by faculty who are not work study eligible and are paid out of Perkins Grant funds..
- In Appendix B, the percentage of unduplicated students who used the LAC in relation to the number of unduplicated students who attended SVCC fell dramatically in FY 11. This can be attributed to the opening of the Testing Center in June of 2010 since previous to that time, the LAC proctored college-wide testing. The percentages of unduplicated students using the LAC has remained relatively stable since that time.

Although staffing is adequate for most time periods during the semester, students have consistently mentioned that the LAC is understaffed during times of increased usage. Since these times vary according to scheduling of assignments and tests, it is a challenge to consistently satisfy student demand.]

6. If staffing changes are needed for this area within the next five years (including next FY), please describe the needed changes, the rationale for the change, and the fiscal year needed OR indicate “none.” Indicate any planned retirements and staffing needs to replace the position currently held by the retiree.

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FY needed	Name of Position	Describe why the area needs the new position or needs to update the present position. Give as much detail as necessary.	Estimated Salary and Benefits (\$) (contact the Director of HR for estimate)
FY15]	LAC Instructional Assistant]	The LAC has not replaced one of the Instructional Assistant positions after a retirement in FY 13; if the Math Lab works out as planned, this position would not need to be replaced.]	\$9000 annually]
FY 15]	LAC Instructional Assistant]	The natural sciences area has noted a need for a science study area. Should this area be designated as part of the LAC, it may be necessary to hire a professional/technical to assist students. An estimate of 15-20 hours per week, with an individual being available for students approximately 3 to 4 hours per day would be optimal.]	\$15,000 annually]

→If applicable, add the proposed staffing changes to the Operational Planning matrix for the appropriate FY.

PROFESSIONAL DEVELOPMENT

- List all full-time employees and the professional development (that is relevant to your area) they have participated in the last five years (don't include in-service or workshop days, but other on-campus specialized activities could be included and certainly off-campus PD). If a full-time employee has not participated in professional development within the last five years, list the full-time employee and place "none" in the description area.

Full-time Employee Name	Description of Professional Development Activities (list all activities for each individual in one row)	Fiscal Year of Activity
Jane Verbout]	Obtained a bachelor of science degree in Adult Education. Northern Illinois Network (NIN) Staff Exchange at Oakton CC; Women's Leadership Webinar; Developmental Ed Summit at Lake Land CC; Off-campus Staff Retreat each fiscal year from 09 to 13 including the following topics: Working Together-the Sauk Way; "Real Colors Personality Instrument"; Time and Self-Management; "Generations"; "Beyond the Call of Duty" "A Culture of Always"-Customer Service Experience. Annual Tutor Training covering duties and expectations of tutors, student needs assistive technology, mock tutoring demonstrations, demonstrations of MyMathLab and writing tutoring.]	FY11 FY11 FY12 FY12 FY 09-13]

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8. List any professional development that part-time employees have attended within the last five years or indicate “none”. (Just list part-time employees that have participated in professional development).

Part-time Employee Name	Description of Professional Development Activity	Fiscal Year of Activity
Judith Cogdall	Annual In-house Tutor Training	FY 09-11
Mark Jordan	Generations Seminar; Annual In-house Tutor Training covering duties and expectations of tutors, student needs assistive technology, mock tutoring demonstrations, demonstrations of MyMathLab and writing tutoring.	FY12 FY 12-13
Jeanne Fuger	The Importance of a Teacher; Annual In-house Tutor Training	FY13 FY 09-13
Bridget Burren	Annual In-house Tutor Training	FY 09-13
Thomas Hamilton	Annual In-house Tutor Training	FY 09-12

9. If area employees (including part-time employees) need any required professional development within the next 5 years, list the specialized professional development needed, the year of anticipated need, and what employee will need to participate in the professional development.

Employee Name/Position	Description of Specialized/Required Professional Development Activity (include the word “required” in the description)	Fiscal Year Necessary
Bridget Burren	Blackboard Collaborate or other method to offer tutoring to online students	FY 14
Jeanne Fuger	Blackboard Collaborate or other method to offer tutoring to online students	FY 14
Mark Jordan	Blackboard Collaborate or other method to offer tutoring to online students. Mark has also requested taking classes in accounting and MAT 203 and 204 to expand his tutoring capabilities. These could be accomplished if faculty allow Mark to sit in on their classes.	FY 14 FY 14-15

→Add the required professional development to the Operational Planning matrix for the appropriate FY.

10. For each full-time employee, describe additional professional development that he/she will plan to participate in the next 5 years (not already listed above)?

Employee Name/Position	Description of Anticipated Professional Development Activity.	Fiscal Year(s) of Activity
Jane Verbout	Blackboard Collaborate or other method to offer tutoring to online students	FY 14

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Jane Verbout	The LAC provides tutoring services for all students enrolled at SVCC. An appropriate level of knowledge and skills in the area of tutoring would provide some consistency with all individuals who tutor within the LAC. To investigate the feasibility of having College Reading and Learning Association (CRLA) certification for tutors, the <i>Handbook for Training Peer Tutors and Mentors</i> should be purchased	FY 15

→Add the proposed professional development to the Operational Planning matrix for the appropriate FY.

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EQUIPMENT & SUPPLIES

11. Identify new and/or replacement equipment, software, and/or supplies needed by the program within the next five years (including items needed next FY). Include cost estimates, the anticipated fiscal year needed, and a rationale for the purchase **OR** indicate “None.”

FY Needed	Name of Item	Describe how the item will contribute to the area. What classes will be impacted (if applicable). Also, describe how the item may create a cost savings to the area (if applicable).	Quantity (#)	Unit Cost (\$)	Total Cost of Equipment (\$)	Additional Annual Cost (if applicable) (\$)
[FY15]	[<i>Handbook for Training Peer Tutors and Mentors</i>]	[The LAC provides tutoring services for all students enrolled at SVCC. An appropriate level of knowledge and skills in the area of tutoring would provide some consistency with all individuals who tutor within the LAC]	[1]	[\$60]	[\$60]	[]
[FY 15]	[Graphics Tablet]	[Should the future direction of the department extend to online tutoring, a graphics tablet would enable tutors to more easily “draw” math problems, etc.]	[1-2]	[\$80]	[\$160]	[\$160]
[FY 15]	[Headsets]	[Headset would enable tutors to communicate with students during online tutoring.]	[1-2]	[\$40]	[\$80]	[\$80]
[FY 15]	[Scanner]	[Scanner would enable tutors to scan documents to share with students during online tutoring.]	[1]	[\$120]	[\$120]	[]
[FY 15]	[Olympus CX-31 microscopes.]	[The possible location of a science study area in the LAC would necessitate several pieces of equipment. The Faculty Assistant to the Natural Sciences has indicated that as microscopes are replaced in the sciences area, these could be made available for use in the LAC.]	[6]	[\$1859.50]	[]	[]
[FY 15]	[Altay Human Half Head Model]	[The possible location of a science study area in the LAC would necessitate several pieces of equipment.]	[1]	[\$210]	[\$210]	[]
[FY 15]	[Altay Arm Model]	[See above.]	[1]	[\$350]	[\$350]	[]
[FY 16]	[Altay Human Leg Model]	[See above]	[1]	[\$655]	[\$655]	[]
[FY 16]	[Human Skull Model]	[See above.]	[1]	[\$138]	[\$138]	[]
[FY 17]	[Articulated Human Skeleton Model]	[See above]	[1]	[\$495]	[\$495]	[]
[FY 18]	[Altay Disarticulated]	[See above.]	[1]	[\$365]	[\$365]	[]

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Human Skeleton Model					
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→If equipment, software, and/or supplies are needed then add them to the Operational Planning matrix for the appropriate fiscal year.

FACILITIES

12. Discuss with the Director of Building and Grounds (ext. 299) to determine if your area is accessible to disabled persons? If no, what upgrades are needed to be in compliance?

[The LAC is accessible to disabled persons. The Director of Building and Grounds did not see where any upgrades or changes to the LAC are required, but promised to help address any unanticipated accessibility issues as they occur.]

13. Identify facility improvements and/or additional facility space that will be needed within the next five years and list the anticipated fiscal year the renovations would be needed, **OR** indicate “None.”

FY Needed	Describe why it is necessary to conduct the renovations?	Describe the renovation and what area of the building (room #) it will affect.	Estimated Expense (\$) (contact the Director of B&G)
[FY 16]	[Should the science study area be approved, the LAC would need a dedicated space to accommodate equipment and to allow sufficient room for study.]	[A wall (and an entry door) could be erected in the current math testing area to divide it in two. This would allow room for math testing as well as a quiet study for any discipline.]	[Director of B&G estimates a \$500 expense for this project.]
		Furniture (if applicable):	
		Furniture (if applicable):	
		Furniture (if applicable):	

→If facility improvements are needed then add them to the Operational Planning matrix for the appropriate fiscal year.

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SERVICES

Use the graduate follow-up surveys and the Student Satisfaction Inventory (SSI) to help answer some of the following questions.

14. If applicable, examine the graduate follow-up surveys summaries. What was the average rating for your area during the last five years?

Fiscal Year		Average rating (0-4)
FY 12		3.1
FY 13		3.9

15. In response to the graduate follow-up survey ratings, were any area modifications made to the area? What were the modifications?

no modifications were made.

16. Were different student surveys administered during the last five years (e.g., Noel-Levitz/SSI, but could also include additional surveys including “in-house” surveys) that provided quality feedback on the student or academic services provided by the area? If yes, describe the survey instrument(s) used and the useful information taken from the survey. What changes were made to the area in response to the survey?

- [LAC Staff administered student surveys during the Fall 11 and 13 semesters. See Appendix D. Between the two semesters, there were many similarities in the responses. One continuing problem is the noise level in the center which the staff continues to be aware of and works on. Another issue is insufficient staffing at times of increased usage. Beginning the fall semester of FY 14 the LAC Coordinator, with the cooperation of the Retention Coordinator, has recruited Sauk Scholars to fill in during the week before midterm and finals.
- Although no other student surveys were administered, in 2012, the LAC conducted an English faculty survey to gather information from faculty about how the LAC could improve services in the area of English. Five out of seven English faculty members provided significant feedback and this has contributed to better communication between English faculty and the LAC. See Appendix E.
- In the Student Satisfaction Survey (SSI), students were asked to rate, on a scale of 1-7 (7 being best), the importance of “Tutoring services are readily available,” and “satisfaction of said service.” Students at SVCC are more satisfied with tutoring services than students at other community colleges on average. See Appendix F.]

17. Will student surveys (s) be used within the next five years to receive feedback on the student or academic services provided by your area? List all possible survey instruments. Describe the instrument(s) and the type of information it will provide and the year(s) it will be administered.

[The LAC will survey students two times during the next five years. The LAC Student Survey instrument will need to be revamped and approval sought from SVCC’s IRB before being distributed. Additionally, in the past, surveys have been presented to students in the LAC in a paper and pencil format. Efficiency would be improved if surveys were presented electronically via Survey Monkey, or other electronic format, thus reaching more students—not only those who physically enter the LAC.]

→If applicable, add the survey proposal to the Operational Planning matrix and the FY(s) it will be administered. If a survey instrument has not been approved by SVCC’s IRB, contact the Dean of IR for approval.

18. Describe any future efforts to improve efficiencies or services for the area and indicate the FY of implementation; OR indicate “None.”

Proposed Change	Proposed Fiscal Year Implemented

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<p>In an attempt to improve or verify the LAC program plan of action, a brief survey of seven sister colleges was conducted in November 2013. See Appendix G. After reviewing the information obtained, the committee finds that we may be able to use a few of these college's methods to benefit the LAC, thereby benefitting SVCC's students. This survey illustrated that the colleges are not sharing resources and two of those contacted would like to collaborate further. One specific item of interest is that five of seven respondents indicated that they have writing centers. As recently as FY13, there was discussion of a one-credit writing tutor training to be offered by ENG faculty during the spring semester. One concern was that peer tutors who took this class would graduate the following spring after tutoring for only one year, although there should always be a continuous cycle of new student tutors.</p> <p>Currently the LAC has ENG faculty spending office hours in the LAC, as well as writing tutors who have been recommended by ENG faculty, available to all writing students. Formal training of LAC permanent staff to augment the writing assistance of the professionals would strengthen services to students. This could be accomplished with an online class but would require cooperation with administration and ENG faculty concerning compensation for the class and other details.</p> <p>Encouraging students to take advantage of the tutoring centers is a widespread concern among the colleges surveyed. Some suggestions that have been tried to inform students of services are using Facebook, Twitter and mailing out postcards in addition to sending email.</p>	<p>[FY15]</p>
<p>In an effort to improve services to students, tutor certification by CRLA or a similar organization should be considered.</p>	<p>[FY 15]</p>
<p>The natural sciences area has noted a need for a science study area. This area could be designated as part of the LAC.</p>	<p>[FY 15]</p>

→If applicable, add the plan to improve efficiencies to the Operational Planning matrix and the FY(s) it will be administered.

MARKETING

19. What marketing strategies has the area already conducted within the last five years to promote the student or academic support services offered by the area? Summarize the findings.

<p>1.</p>	<p>[LAC Coordinator distributes memos to all instructional faculty at the beginning of every semester or session informing (or reminding) faculty of provided services available to their students and offers to visit classrooms or provide tours to classes in the LAC to explain available services.]</p>
<p>2.</p>	<p>[LAC Coordinator provides bookmarks with highlights of services to students during tours and visits and posts flyers and schedules on college bulletin boards]</p>
<p>3.</p>	<p>[LAC Coordinator presented information about the LAC to non-traditional students at new student orientation night and provides explanation of services during mandatory new student orientation.]</p>
<p>4.</p>	<p>[LAC brochures targeted to developmental education students were developed and distributed to all developmental classes.]</p>
<p>5.</p>	<p>LAC Coordinator presented information on LAC services to high school counselors, answered questions and distributed bookmarks to be given to dual enrollment students.</p>

20. What marketing strategies will the area conduct within the next five years to promote the student or academic support services offered by the area and what is the proposed year of implementation? What benefits are you predicting from the new marketing strategies? What data will be collected to monitor the potential impact? [It is strongly encouraged to contact the Coordinator of Marketing for additional ideas.](#)

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Marketing Effort	Expected Benefits/Data collected	Fiscal Year of Implementation
[New LAC brochures will be created and distributed to students.]	[Students will learn of LAC services]	[FY 14]
[New LAC posters will be created each semester and posted on college bulletin boards.]	[Posters will inform and remind students of LAC services]	[FY 14-18]
[LAC Coordinator will meet with the Coordinator of Marketing to explore further marketing efforts.]	[Marketing ideas will be discussed and implemented.]	[FY 14-18]
[LAC Coordinator will present at FYE classes as invited by faculty.]	[Student knowledge of LAC services will be reinforced.]	[FY 14]

Additional Information

21. Use the space below to indicate any plans not carried out from the last program review and explain why they were not carried out OR put "none".

[None]

22. Describe any possible changes (not already addressed) that may be imposed on your area or the College that will negatively (or positively) affect the efficiency of your area and the year of expected implementation. Examples may include changes in state or federal regulations, ICCB requirements, or accreditation expectations OR indicate "none."

Describe the "imposed change"	Fiscal Year change will take affect
[LAC budget may tighten due to less funding from the state or federal government which would impact the department as it will impact the entire college.]	[FY 15]
[]	[]

23. Referring to the question above, what strategies will the area implement to address any concerns? If no concerns, indicate "none."

Describe the proposed strategies to deal with the issues above	Fiscal Year of implementation
[Continue to recruit faculty for office hours in the LAC as well as qualified community members. Look at hours of operation in conjunction with student usage to assist with tutor scheduling.]	[FY 15-19]
[Although the college currently collects a fee for math tutoring in the LAC, this could be expanded to include other curricular areas depending on usage trends.]	[FY 15-19]

→If a plan needs to be implemented to deal with the imposed changes, add it to the Operational Planning matrix during the appropriate FY.

24. Use the space below to tell the PR committee about any program issue or concern not already addressed within this program review or indicate "none". Indicate any possible solution to the program issue/concern.

With the advent of the Math Lab to be fully instituted during the Spring 2014 semester, the LAC will need to adapt to anticipated changing usage of the tutoring center. Working closely with the Math Lab Coordinator to take best advantage of resources will be of great importance. Since the Math Lab is in close proximity to the LAC, cooperation between the entities should be easily accomplished.

→If a plan needs to be implemented to deal with the program issues, add it to the Operational Planning matrix during the appropriate FY.

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25. Use the space below to tell the PR committee about any program accomplishments that were not already addressed within this program review or indicate “none.”

- [Faculty members were recruited to provide subject specific tutor training and have participated in our annual tutor training for the past four years providing training on math and writing strategies.
- Disability Support Office Staff provide targeted strategies during yearly tutor training to use with students with disabilities.
- DSO tutors work in the LAC so that they are not only available to students with disabilities, but also any student requesting assistance, thus improving the efficiency of the separate tutoring entities.
- LAC staff tracked services to students, and sent spreadsheet to college programmer who determined that 71% of ENG students who used LAC services received a grade of C or better as compared to ENG students college-wide who did not visit the LAC and whose success rate was 65%.]

STUDENT & ACADEMIC SUPPORT SERVICES
PROGRAM REVIEW SUMMARY REPORT
Required ICCB Report

Sauk Valley Community College (506)

Academic Year 2013-2014

Student & Academic Services Area	[Learning Assistance Center]
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Major Findings and Improvements/Modifications to the Area

Provide a brief description of the function of the program, its strengths and challenges, and any quality improvements or modifications made since the last program review.

Since the Learning Assistance Center's primary mission is to supplement classroom instruction with tutoring, instructional materials, and equipment, college-wide testing was limited to math only testing in the LAC as a result of the college testing center opening during the 2010 Summer Session. Math testing was retained to encourage and enlighten students arriving for tests of the provided math tutoring in the center. This modification has allowed the staff to focus on tutoring rather than test proctoring.

The center provides comprehensive math tutoring through statistics and calculus. Although we offer writing tutoring, there is a need to beef up the current training of writing tutors and to encourage student usage of tutoring in the writing area. This process began by surveying English faculty during FY 13 and should continue with open communication to exchange ideas.

Although the LAC offers many hours of biology and chemistry tutoring, the possibility exists of incorporating a science study area in the LAC allowing the use of anatomical models and microscopes. This would require cooperation with the natural sciences faculty and assistant as well as the purchase of equipment.

The LAC must continue to adapt to changing student needs and cooperate to share resources with all entities of the college. Further communication with peer colleges to monitor changes in methods and technology must also be undertaken.

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Program Review Team Signatures		
By signing this page, the members of the review team concur with the findings of this program review.		
NAMES (Indicate chair/co-chairs)	SIGNATURES	DATE
[Jane Verbout, Chair]		
[Jeanne Fuger]		
[Mary Lou Kidder]		
[Greg Noack]		
[Tom Irish]		
[Lisa Tavitas]		
[Andrew Schaver]		
[Jessica Smith]		
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[]		

Program Review Team Meeting Date(s)	
These are the meeting dates for area's program review team.	
[October 2, 2013]	[]
[]	[]

Operational Planning Meeting Date(s)	
Operational Planning meetings are required meetings for the employees of your area/program and not necessarily for the area's program review team.	
[October-November 2013]	[]

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PROGRAM REVIEW COMMITTEE RECOMMENDATION	
This Program Review is complete and the conclusions are fully substantiated. Separate comments <u>may</u> be attached.	
This Program Review is complete but the Program Review Committee does <u>not</u> believe that all of the conclusions are fully substantiated. Separate comments <u>are</u> attached.	
This Program Review is incomplete and unacceptable. Separate comments <u>are</u> attached.	
Program Review Committee Co-Chair (signature and date)	
Program Review Committee Co-Chair (signature and date)	

DEAN OF STUDENT SERVICES RECOMMENDATION	
This Program Review is complete and the conclusions are fully substantiated. Separate comments <u>may</u> be attached.	
This Program Review is complete, but the Academic Vice-President does <u>not</u> believe that all of the conclusions are fully substantiated. Separate comments <u>are</u> attached.	
This Program Review is incomplete and unacceptable. Separate comments <u>are</u> attached.	
Dean of Student Services (signature and date)	

PRESIDENT RECOMMENDATION	
This Program Review is complete and the conclusions are fully substantiated. Separate comments <u>may</u> be attached.	
This Program Review is complete and acceptable, but the President does <u>not</u> believe that all of the conclusions are fully substantiated. Separate comments <u>are</u> attached.	
This Program Review is incomplete and unacceptable. Separate comments <u>are</u> attached.	
President (signature and date)	

**Program Review Committee
and
Administrative Comments (optional)**

Name

|

Comments

|

Name

|

Comments

|

Name

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Comments

|

Appendix A

Table 2: Area Staffing

Employee Classification	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
Administrator (#)	0	0	0	0	0
FT Professional/Technical (#)	1	1	1	1	1
FT Support Staff (#)	0	0	0	0	0
PT Professional/Technical (#)	6	3	4	5	4
PT Support Staff (#)	2	1	1	1	1
Work Study (#)	9	11	8	7	6
Total Number of College Students (#)	8837	8044	7703	7043	6791
Total Number of College Credits	54738	60694.5	59137.5	53117.5	51573.5

Appendix B

Table 3. This table shows the number of unduplicated students that attend SVCC and the number of unduplicated students that log into the LAC to use their services each semester. The unduplicated student count does not include dual credit students, Business and Community Ed students, or online only students.

	FY 2009		FY 2010		FY 2011		FY 2012		FY 2013	
	# Unduplicated students (total)	# Unduplicated students (that log in to LAC)	# Unduplicated students (total)	# Unduplicated students (that log in to LAC)	# Unduplicated students (total)	# Unduplicated students (that log in to LAC)	# Unduplicated students (total)	# Unduplicated students (that log in to LAC)	# Unduplicated students (total)	# Unduplicated students (that log in to LAC)
Summer	750	243	789	283	781	195	724	141	640	149
Fall	2024	1081	2219	1231	2210	901	2055	767	1926	711
Spring	1915	1020	2138	1103	2024	741	1802	604	1860	577
Totals	4689	2344	5146	2617	5015	1837	4581	1512	4426	1437
% logged in	50.0%		50.9%		36.6%		33.0%		32.5%	

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Appendix C

Table 1: Program Finances

Row	Budget Item	FY09		FY10		FY11		FY12		FY13		5-year Totals	
		Budgeted	Expended	Budgeted	Expended	Budgeted	Expended	Budgeted	Expended	Budgeted	Expended	Budgeted	Expended
a	Instructional Supplies	1,700	1,770	3,100	1,792	1,658	1,655	1,700	1,295	1,400	1,116	9,558	7,628
b	Conference/meeting Expense	400	315	275	0	138	0	250	252	400	131	1,463	698
c	Maintenance Services	525	495	450	285	158	285	150	285	189	285	1,472	1,635
d	Other Contractual Services	4,000	0	0	0	0	0	0	0	0	0	4,000	0
e												0	0
f												0	0
g												0	0
h												0	0
i												0	0
j												0	0
k												0	0
l												0	0
m												0	0
n												0	0
o												0	0
p	Totals (a+b+...o)	6,625	2,580	3,825	2,077	1,954	1,940	2,100	1,832	1,989	1,532	16,493	9,961
q	Under/Over Budget (budgeted - expended)	4,045		1,748		14		268		457		6,532	
r	% budget remaining	61%		46%		1%		13%		23%		40%	
s	Equipment purchased with funding bonds	0		0		0		0		0		0	

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t	Employee Salaries	86,651	84,300	84,074	89,157	83,198	427,380
u	Employee Benefits	11,193	11,422	12,626	14,118	13,463	62,822
v	Total (t+u)	97,844	95,722	96,700	103,275	96,661	490,202
w	Total Expenses (rows p+s+v)	100,424	97,799	98,640	105,107	98,193	500,163

LAC Total Student Hours 25,274 26,391 21,698 21,531 21,638 116,532

LAC cost per student contact (\$) 3.97 3.71 4.55 4.88 4.54 4.29

FY2014: Student & Academic Support Services: [Learning Assistance Center]

Appendix D

Students participated anonymously and were asked to check items in numbers 1, 2, 3, 4, and 6 and reply to open-ended statements in numbers 5, 7, 8, and 9. See survey below.

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

1. I use the Learning Assistance Center mostly on

Mondays Tuesdays Wednesdays Thursdays Fridays

2. The time I generally come is from

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

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

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

4. My activities in the Center include

Receiving Math Doing Using Review
tutoring Testing homework computers Sessions

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

6. The Learning Assistance Center has offered me

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!

FY2014: Student & Academic Support Services: **Learning Assistance Center**

Fall 2011

CONDENSATION OF LAC OPEN-ENDED STATEMENTS

7. I like _____

Of 147 students surveyed, 136 (93%) responded to this open-ended statement. Of these, 43 (32%) mentioned the staff's helpfulness and knowledge, 16 (12%) cited the relaxed and friendly atmosphere. Many students mentioned specific tutors, and were appreciative of the help offered. One student responded, "I appreciate the LAC; they have assisted me with many subjects and encouraged me when I felt I could not do it."

8. I dislike _____

Although 98 students finished this statement, 35 (36%) replied, "Nothing." Twenty (20%) replied that it can get noisy or too loud in the center. Twenty-one (21%) respondents mentioned that the LAC gets too crowded, too busy, or that there are not enough tutors available.

9. For the future I would suggest _____

Out of 79 students who responded, 26 (33%) said "Nothing," or suggested keeping the status quo. Twenty students (25%) suggested hiring more tutors. Respondents offered suggestions such as buying a scanner, acquiring more learning materials, and a few mentioned free or low cost food should be available.

Fall 2013

CONDENSATION OF LAC OPEN-ENDED STATEMENTS

7. I like _____

Of 101 students surveyed, 92 (91%) responded to this open-ended statement. Of these, 48 (48%) mentioned that they like the help they receive, 26 (26%) mentioned the tutors, 16 (16%) cited the relaxed and friendly atmosphere. Many students mentioned specific tutors, and were appreciative of the help offered. One student responded, "(I like) that there is unlimited help and everyone is friendly. It helps me a lot and my grades are a reflection of all this help!!"

8. I dislike _____

Although 73 students finished this statement, 21 (29%) replied, "Nothing." Fifteen (21%) replied that it can get noisy or too loud in the center. A few students mentioned that when it gets busy, the noise level makes it hard to concentrate and the availability of seats and tutors to assist becomes a problem.

9. For the future I would suggest _____

Out of 57 students who responded, 15 (26%) said "Nothing," or suggested keeping the status quo. Sixteen students (28%) suggested more tutors, computers, space and hours. Respondents offered suggestions such as soundproofing the area, larger location for study groups and computers, and more tutors available for certain classes.

Student input is always appreciated and helpful for the daily operation of the LAC, as well as in the planning process.

Appendix E

LAC Survey of Full-time English Faculty FL 12

On August 28, 2012 surveys requesting input from full-time English faculty were sent via email to 7 faculty members. Of the 7 sent, five responses were received. The survey, and a summary of the responses follows:

The LAC Staff is working to improve tutoring to writing students by having a standardized process. Please take a moment to answer the following questions. Thank you!

What are the most important aspects of writing on which an LAC writing tutor should focus?

What are the most common problem areas that writing students experience?

How can LAC Staff encourage writing students to utilize the LAC?

How can you as an instructor encourage writing students to utilize the LAC?

How can the LAC maintain better communication with you concerning your students?

What do you expect to have happen when a writing student comes to the LAC for help?

- Of the five responses, two specifically mentioned that the paper must follow the assignment. Organization and clearly stated thesis with support were also of importance. While important, spelling, punctuation, grammar, etc. were further down the list as the most important aspects of writing.
- A number of concerns were cited when referring to writing students most common problem areas. Two mentioned that often, the first draft is the only draft.

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Appendix F

SSI

(Q) **Tutoring services are readily available.** Students rate on a scale of 1-7 their importance of said service and satisfaction of said service. 7 being best.

6.36 average importance to student at SVCC

6.14 average satisfaction of service at SVCC

0.22 difference between two answers (called the "gap") very low gap here.

6.04 average importance to students at other community colleges

5.50 average satisfaction of service at other community colleges

0.54 difference between answers

Students at SVCC are more satisfied with tutoring services than students at other community colleges on average.

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Appendix G
LAC Survey of Community Colleges

A survey of seven community colleges was conducted in November 2013. The colleges surveyed included Spoon River, Richland, John Wood, Carl Sandburg, Danville, Kishwaukee and Highland.

	Math Lab	Writing Center	Professional Organizations	Tutors Certified	Tracking Students	Criteria Assessed	Survey faculty/ students	Online Tutoring
Carl Sandburg	No	No	Yes	Yes	AccuTrack	Yes	NA	Tutor.com
Danville	Yes	Yes	No	No	Blumen	Yes	Yes	Smarthinking
Highland	Yes	Yes	No	No	Banner	Yes	No	join.me
John Wood	Yes	Yes	No	No	In house	NA	Yes	No
Kishwaukee	Pending	Yes	No	No	In house	Pending	Yes through Survey Monkey	No
Richland	Yes	Yes	No	No	JF Tracker	NA	No	In house
Spoon River	Yes	No	No	No	TutorTrac	Yes	Yes	In house

Add comments etc.

1. Does your college have a math lab?

Of the seven colleges surveyed, five have math labs and one institution has a math lab pending. Of those responding, four indicated that the math lab is separate from the tutoring center. Two indicated that tutors are shared.

2. Does your college have a writing center?

Five report having writing centers. Of those, three are part of the tutoring center and one indicated sharing tutors. Two indicated that English faculty staff the writing center; of these, one also employs tutors with a minimum of a bachelors in English.

3. Do you belong to any professional organizations dealing with tutoring?

Only one reported belonging to a professional organization, CRLA (College Reading & Learning Association).

4. Are tutors required to be certified?

One institution requires tutors to be certified by CRLA and is currently reviewing the process for certification.

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5. How do you track student attendance in the tutoring center?

See above.

6. What criteria does your institution assess to determine if tutoring services support students successfully complete courses with a grade of C or better?

Of the respondents, three indicated running reports and comparing them with institutional software. One stated, “Not currently, but it is in the works.

7. Do you survey faculty and/or students to gain insight related to needed tutoring services?

Four survey faculty or students. One forwarded a survey.

8. Do you offer services to exclusively online students?

Five of the colleges offer tutoring for online students. Two offer it through the tutoring center. One uses Tutor.com, one Smarthinking, and one, Join.me—facilitated through the tutoring center.

9. Tell about any latest innovation or best practice implemented to increase student usage of the tutoring center.

- At Carl Sandburg, the Academic Success Center relocated to a centralized location—right off the student center. They advertise hours, send messages to students through their “mascot messages” via email and postcards. They also use Facebook and Twitter. They advertise through student orientation and are endorsed by faculty.
- Join.me is relatively new to Highland. The coordinator is trying to capture every student who comes in for a tutoring appointment by having them fill out a request for tutoring in order to follow up, and they also have walk-in tutors available for math, chemistry and English.
- Currently the testing center is part of the Learning Skills Center at Kishwaukee, but will move to a separate location; the current location will be used as a center encouraging group study with designated times for particular classes. Kish has an athlete study table located in the LSC.
- Richland is in the pilot process of an online scheduling system that will allow students to schedule their own tutoring appointments and hopes to have the bugs out by SP14.
- Danville’s Equity and Inclusion Team surveyed students and found that more hours of tutoring were needed. The Student Success Center had longer hours, reduced them and have expanded them again. They also discovered that there was a need to revamp services for math and sciences classes as well as writing students. The Math and Science Solution and the Writers Room (formerly the writing center) were created. Faculty members as well as student tutors staff these centers. SSC takes part in new student orientation as well as freshman orientation, and also gets the word out across campus.