

IMPERIAL VALLEY COLLEGE
PROGRAM REVIEW COMPLIANCE FORM AND REQUEST FOR RESOURCES

PROGRAM/DEPARTMENT LEARNING SERVICES

ACADEMIC YR. 2011-2012

Comprehensive Program Review Annual Assessment Request for Resources (check all that apply)

Please analyze your Program Review data as well as your SLO/SAO assessment findings in order to update to your Comprehensive Program Review report as needed. All changes to area needs and subsequent requests for additional resources must be reported at this time.

If your program is scheduled for a Comprehensive Program Review all forms are to be completed and submitted to the appropriate Dean/VP. If you are completing the annual Program Review Assessment only and have no changes to area needs, sign below and submit this form to appropriate Dean/VP. If your needs have changed as a result of your annual assessment of program review data, please complete the appropriate Request for Resources form(s) and submit to appropriate Dean/VP.

<u>Terrance C. Adams</u> Signature of Program Chair/Director	<u>5 MARCH 2012</u> Date	_____ Signature of Area Dean	_____ Date
<u>[Signature]</u> Signature of Area Vice President	<u>3-5-2012</u> Date	_____	_____

Please attach the following documents to this Program Review Compliance form if you are requesting additional resources:

- ✓ Comprehensive Program Review
- ✓ Data Analysis Form
- ✓ SLO/SAO Assessments
- ✓ Request for Resources Forms

Part 2 – Comprehensive Program Review

Fall 2011

Program Name: Reading/Writing/Language Lab

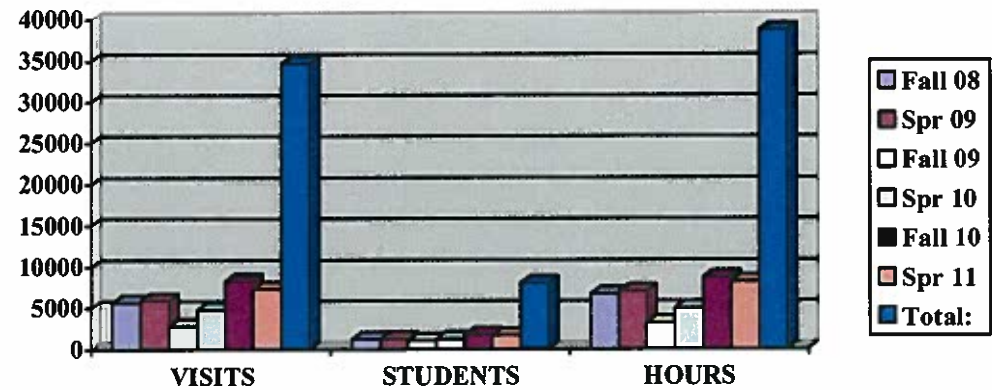
A. PAST: Review of Program Performance, Objectives, and Outcomes for the Three Previous Academic Years: , 2008-09, 2009-10, 2010-11

1. List the objectives developed for this program during the last comprehensive program review (Fall 2009).
 - Acquire a new computerized reading program that focuses specifically on improving reading rate. The *My Reading Lab* program does help students improve reading rate, but it does not contain a specific rate builder component.
 - Add 2 GB of RAM to each of the 5 servers in 2610 to improve the performance and stability of the networked computers. Approximate cost of \$300.00 to \$400.00. The computers work well, but when there is a large class, they tend to be slow and uncooperative because of a lack of functional memory.
2. Present program performance data in tabular form for the previous three years that demonstrates the program's performance toward meeting the previous objectives. Include the following standard program performance metrics as well as additional program specific metrics, if any.
 - a. For teaching programs this data should include at least the following: Enrollment at census, number of sections, fill rate, retention rate, success rate, and grade distribution for each course in the program, during each semester and session of the previous three academic years. In addition, the Full Time Equivalent Faculty (FTEF) and Full Time Equivalent Students (FTES) and the ratio of FTES per FTEF should be presented for the program for each semester and session.
 - b. For non teaching programs this data should include the following: TBD
 - Replaced *Reading Plus* with *My Reading Lab*, which is funded through student use at no cost to the school.
 - My Reading Lab* covers comprehension skills, as well as encouraging improved reading rate.
 - Room 2610 was reconfigured to accommodate the Business Lab, which was acquired by Learning Services in the recent reorganization. The Business Lab brought all of its equipment when it moved into the room; therefore, the memory upgrade to the computers that were formerly in that room is no longer an issue.
3. Present student learning or service area outcomes data that demonstrate the program's continuous educational and/or service quality improvement. Include the following standard information and metrics as well as additional program specific metrics, if any.

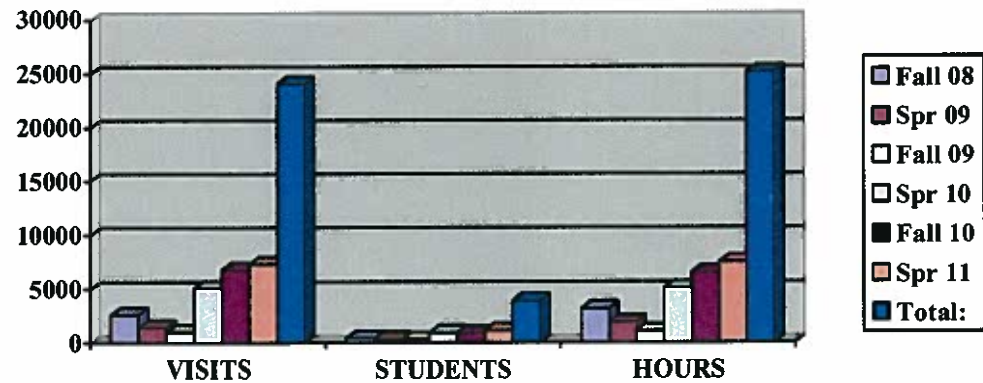
List the program level outcomes, goals or objectives and show how these support the Institutional Student Learning Outcomes. Identify the method(s) of assessment used for each of the program level outcomes. Provide a summary of the outcome data for the program, including course and program level data as appropriate.

-Since the R/W/L Lab's purpose is to provide students an opportunity to practice the skills they are learning in class, the best way to verify the accomplishment of that purpose is to provide attendance records for the given period. For example:

R/W LAB USAGE, FALL 2008 – Spring 2011			
SEMESTER	VISITS	STUDENTS	HOURS
Fall 08	5640	1189	6679.53
Spr 09	5914	1214	7047.78
Fall 09	2809	1042	3172.42
Spr 10	4757	1225	4953.7
Fall 10	8306	1730	8750.5
Spr 11	7310	1631	8195.1
Total:	34736	8031	38799.03



LANGUAGE LAB USAGE, FALL 2007 – SPRING 2010			
SEMESTER	VISITS	STUDENTS	HOURS
Fall 08	2600	413	3153.6
Spr 09	1394	310	1870.7
Fall 09	1007	265	1051.9
Spr 10	5055	903	5073.2
Fall 10	6747	866	6546.7
Spr 11	7288	1112	7488.1
Total:	24091	3869	25184.2



These numbers represent students who came to the R/W/L Lab to do their lab assignments. They do not include students who did the work from home.

4. Analyze the data presented visually (graphs, diagrams, etc.) and verbally (text) as appropriate, present any trends, anomalies, and conclusions. Explain the program's success or failure in meeting the objectives presented above in item one. Explain the ways that the program utilized the student learning or service area outcome data presented in item three to improve the program (changes to curriculum, instructional methodology, support services, etc.)

-As indicated in end-of-semester surveys, an overwhelming majority of students found the *My Reading Lab* program helpful in improving their reading comprehension, classroom concentration, vocabulary, and reading rate. For example:

Reading Lab Student Survey Spring 2010

Please Circle Your Class Level: 086 = 6 087 = 11 088 = 7 ? = 10

How often did you use the *My Reading Lab* program?

Total Responses: 34

AT HOME	#	%	IN THE R/W LAB	#	%
Several times a week	12	35.2	Several times a week	7	18.9
Once a week	15	44.1	Once a week	4	11.7
Every couple weeks	4	11.7	Every couple weeks	10	29.4

Where did you use *My Reading Lab* more?

- At home

21

 In the Lab

10

How useful were the following <i>My Reading Lab</i> features?	Very Useful	Somewhat Useful	Not Very Useful	Never Used It
Reading Diagnostic Tests (Lexiles)	27/79.4	8/23.5		
"Overview" tutorials	23/67.6	11/32.3	1/2.9	
"Model" Examples	25/73.5	6/17.6	4/11.7	
"Practice" Exercises	28/82.3	6/17.6		
"Test" Exercises	29/85.2	4/11.7	2/5.8	
Reading Level Readings & Exercises (Combined Skills)	28/82.3	6/17.6		

Please indicate if you agree or disagree with the following:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<i>My Reading Lab</i> made the course more interactive.	5/14.7	21/61.7	9/26.4		
<i>My Reading Lab</i> improved my vocabulary.	15/44.1	13/38.2	5/14.7	2/5.8	
<i>My Reading Lab</i> helped improve my reading comprehension.	17/5	15/44.1	3/8.8		
<i>My Reading Lab</i> helped me concentrate in class.	8/23.5	13/38.2	13/38.2	1/2.9	
<i>My Reading Lab</i> helped me get a better grade.	13/38.2	14/41.1	8/23.5		
I liked the way <i>My Reading Lab</i> helped track my progress.	19/55.8	10/29.4	5/14.7	1/2.9	

What do you like the most about the *My Reading Lab* program? (Representative Responses)

<p>It's easy and accurate. I learned more words. It was good practice for my class. I Like pretty much everything that is in the program. The reading Lexiles. It helped me increase my reading skills, and it kept track of my reading level. It's better than before [Reading Plus?], but harder. It's online. Every time, it is teaching you, and showing you what you do wrong.</p>	<p>It was a new experience that I enjoyed. You can do it when you have time. It is easy, and it gives you good explanation. The vocabulary section, and readings are interesting. I can concentrate more in class. You can learn in a different way.</p>
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What was your overall level of satisfaction with *My Reading Lab*?

- Very Satisfied **18/52.9**
- Somewhat Satisfied **9/26.4**
- Somewhat Unsatisfied **0**
- Very Unsatisfied **-**

Which of the following would have made *My Reading Lab* more useful for you? (Please check all that apply.)

- More Overview Tutorials 5/14.7
- More Model Examples 5/14.7
- More Practice Sets 13/38.2
- More Test Questions 5/14.7
- More Readings 9/26.4
- More Interesting Readings 14/41.1
- More Video Clips and Video Tutorials 3/8.8
- More Photos and Illustrations 8/23.5
- More Audio Recordings of the Readings 6/17.6
- Other (Please Specify): 1/2.9

Did the phonics exercises help improve your pronunciation of English sounds?

- Yes 17/50 No 2/5.8 I did not need phonics 7/20.5

If you did phonics exercises, what was most / least helpful about them? (Representative Responses)

It helps you read better and pronounce words correctly. "The words that I listed are obsolete." Having tutors identify pronunciation errors. Vocabulary.	Most: Repeating sounds. Least: Boring. Everything helped me a lot with pronunciation. It should be a longer course.
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B. PRESENT: Snapshot of the State of the Program in the Current Semester: Fall 2011

1. Give a verbal description of the program as it exists at the present time. Include information on current staffing levels, current student enrollments, student learning or service area outcome implementation, number of majors, and/or other data as appropriate.
 - The Reading Lab continues to use the *My Reading Lab* program with great success. The program has eliminated the need for the book exercises, which has streamlined the Lab program.
 - The Lab administrative staff consists of the Lab Coordinator (responsible for daily operations) and the Learning Services Coordinator (responsible for overseeing instructional programs and issues, and providing an on-site full-time faculty presence). Technical issues are addressed by an on-site Learning Services Tech and the IT Division.

-The tutoring staff consists of seven reading tutors and one writing tutor (with another undergoing training), who assist a varying number of students each day. All students enrolled in a reading class (086-088) are required to complete lab assignments. Others may register for Engl 052 – Individualized Reading Skills—if it is offered. Writing students come in on their own or are sent by their teachers to get help with writing assignments. They may also register for Engl 051 – Individualized Writing Skills.

-Currently, the following numbers of students have participated in the various Reading/Writing Lab programs so far this semester:

Reading Lab:

My Reading Lab: 963

Eng. 052 – Individualized Reading Skills: Not offered this semester.

Writing Lab:

Eng. 051 – Individualized Writing Skills: 50

Individual Writing Tutoring: approximately 150 per week

-The Reading/Writing Lab continues to support ISLOs by providing programs designed to enhance student learning and success in the classroom. The effectiveness of that assistance is assessed by the instructor’s analysis of student progress in the class.

2. Verbally describe any outside factors that are currently affecting the program. (For example: changes in job market, changing technologies, changes in transfer destinations, etc.)

-Reduction in the number of classes because of the budget crisis reduces enrollment in the Reading Lab, but it does not affect individual student progress.

-A reduced budget for tutor staff limits the number of tutors we can hire to help students. In addition, our Writing Tutor staff was reduced by 50%, making it more difficult for needy students to get help with their writing assignments.

3. List any significant issues or problems that the program is immediately facing.

-New student learning curve in adapting to a new program and understanding how Lab work relates to their success and grade in their reading classes.

-Significant time is spent dealing with student confusion and communicating with teachers about student progress. This is an on-going issue and is part of the learning process.

C. FUTURE: Program Objectives for the Next Three Academic Years: 2012-13, 2013-14, 2014-15

1. Identify the program objectives for the next three academic years, making sure these objectives are consistent with the college’s Educational Master Plan goals. Include how accomplishment is to be identified or measured and identify the planned completion dates. If any objectives are anticipated to extend beyond this three-year period, identify how much is to be accomplished by the end of this review period and performance measures.

-Acquire a new computerized reading program that focuses specifically on improving reading rate. The *My Reading Lab* program does help students improve reading rate, but it does not contain a specific rate builder component.

-Continue to adapt to any changes in the school’s reading/ESL programs.

- Expand ability to assist writing students in developing their writing skills.

All of these goals are consistent with the college's goals of achieving student success, providing excellence in education, and developing resources and increasing college effectiveness.

2. Identify how student learning or service area outcomes will be expanded and fully implemented into the program. Include a progress timeline for implementation and program improvement.

-The expansion and implementation of SAOs in the R/W/L Lab will depend on changes in student needs as dictated by class curriculum and the overall reading, writing, and ESL programs for the school. The timing of such changes is in the hands of the school's reading, writing, and ESL committees. Since the Lab exists to assist students in learning the skills they study in class, any changes in the Lab program will be determined by changes in class curriculum.

- In the meantime, we continue to monitor student use of the Labs by completing SAO assessments.

3. Identify any resources needed to accomplish these objectives. Identify any obstacles toward accomplishment and the plan to surmount these obstacles.

-Resources for accomplishing objectives are the *My Reading Lab* program, phonics program, tutors, and other Lab staff. An additional (either supplemental or replacement) program for *My Reading Lab* would further enhance student learning.

-Obstacles would be anything that would negatively impact any of those: Lack of suitable/effective programs, weak school budget, lack of a sufficient number of tutors because of weak budget, etc.

-As with the expansion and implementation of SAOs, overcoming obstacles to the success of the Lab program depends on outside influences—specifically, adequate funding and the availability of useful reading programs.

4. Identify any outside factors that might influence your program during the next three years.

-Changes in the school's reading program and budget. As noted above, changes in class curriculum and the reading, writing, and ESL programs overall will dictate if, when, and how the R/W/L Lab program changes; as will the availability of funds to purchase/implement new reading, writing, ESL programs and maintain a sufficient tutoring staff.

Part 2 – Comprehensive Program Review

Fall 2011

Program Name:

Math Lab

A. PAST: Review of Program Performance, Objectives, and Outcomes for the Three Previous Academic Years: 2008-09, 2009-10, 2010-11

1. List the objectives developed for this program during the last comprehensive program review (Fall 2009).
Learning Services acquired the Math lab July 1, 2010, so we have minimal statistics for previous years.
2. Present program performance data in tabular form for the previous three years that demonstrates the program's performance toward meeting the previous objectives. Include the following standard program performance metrics as well additional program specific metrics, if any.
 - a. For teaching programs this data should include at least the following: Enrollment at census, number of sections, fill rate, retention rate, success rate, and grade distribution for each course in the program, during each semester and session of the previous three academic years. In addition, the Full Time Equivalent Faculty (FTEF) and Full Time Equivalent Students (FTES) and the ratio of FTES per FTEF should be presented for the program for each semester and session.
 - b. For non teaching programs this data should include the following: TBD
In spite of the lack of statistics for past years, the Math Lab is fulfilling its purpose (SAO) of providing resources (computers and computer programs) and guidance (tutors and workshops) to assist students in improving their math skills.
3. Present student learning or service area outcomes data that demonstrate the program's continuous educational and/or service quality improvement. Include the following standard information and metrics as well as additional program specific metrics, if any.
List the program level outcomes, goals or objectives and show how these support the Institutional Student Learning Outcomes. Identify the method(s) of assessment used for each of the program level outcomes. Provide a summary of the outcome data for the program, including course and program level data as appropriate.

Math Lab Use, Fall 2009/Spring 2010

Monday-Thursday

Hour	Number of
8	4.10
9	9.41
10	16.70
11	19.01
12	15.88
13	13.47
14	13.46
15	11.28
16	10.47
17	9.34
18	5.84
19	3.47
20	2.48

134.93

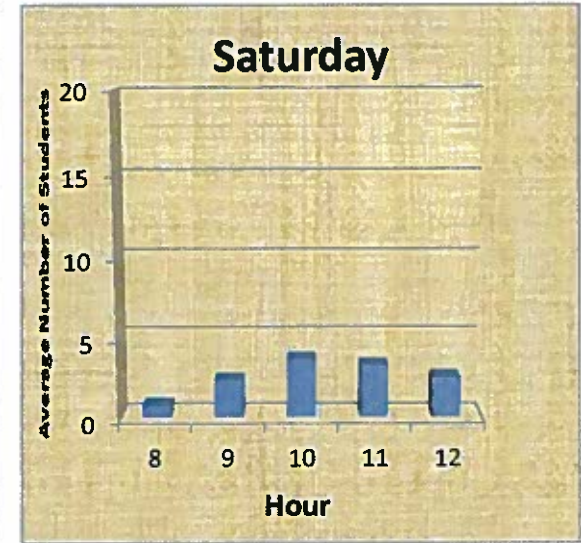
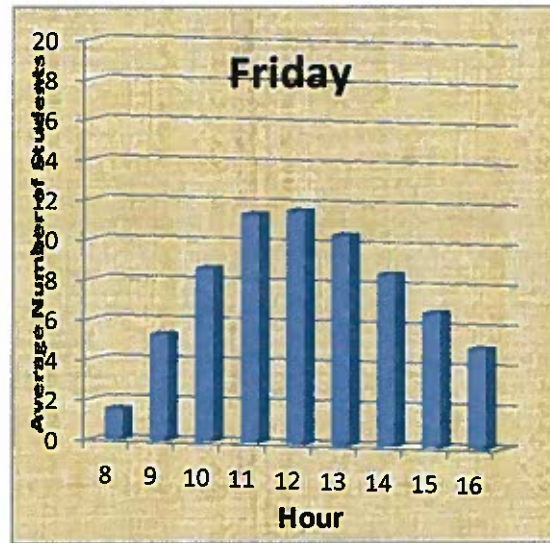
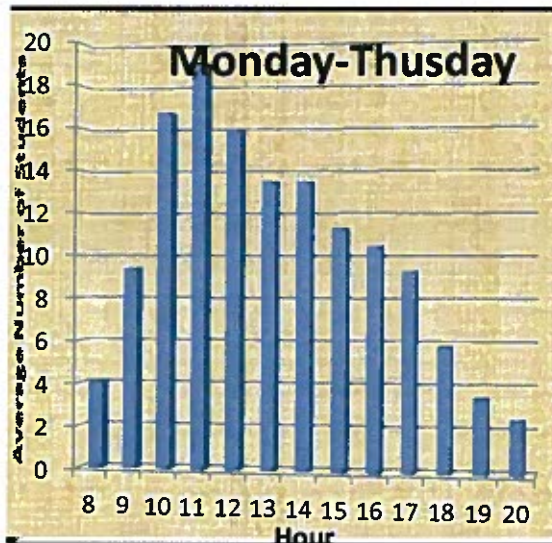
Friday

Hour	Number of
8	1.58
9	5.33
10	8.72
11	11.48
12	11.70
13	10.53
14	8.64
15	6.77
16	5.03
69.77	

Saturday

Hour	Students
8	0.76
9	2.36
10	3.69
11	3.30
12	2.53
12.64	

Total: 217.34



MATH LAB USAGE, FALL 2008 – SPRING 2011			
SEMESTER	VISITS	STUDENTS	HOURS
Fall 08	N/A	N/A	N/A
Spr 09	N/A	N/A	N/A
Fall 09	217.34		
Spr 10			
Fall 10	N/A	N/A	N/A
Spr 11	4818	680	7769.9
Total:	5035.34		

4. Analyze the data presented visually (graphs, diagrams, etc.) and verbally (text) as appropriate, present any trends, anomalies, and conclusions. Explain the program's success or failure in meeting the objectives presented above in item one. Explain the ways that the program utilized the student learning or service area outcome data presented in item three to improve the program (changes to curriculum, instructional methodology, support services, etc.)
- Based on attendance statistics, we may consider adjusting the operating hours of the Math Lab in order to increase efficiency. This would be balanced, of course, with Math Department assessment of student needs.

B. PRESENT: Snapshot of the State of the Program in the Current Semester: F

1. Give a verbal description of the program as it exists at the present time. Include information on current staffing levels, current student enrollments, student learning or service area outcome implementation, number of majors, and/or other data as appropriate.

The Math Lab assists students in improving their math skills by providing

- 46 student computer stations.
- internet- and computer-based programs to assist students with homework assignments for lower level math classes.
- 8-10 workshops weekly, covering various aspects of math, or open topic related to skills covered in Math 70, 80, and 90. Workshops are conducted by the Tutorial Specialist or well-trained tutors.
- Final exam review sessions based on review questions developed by the Math department.
- 6 student tutors: 4 work/study (with minimal skills but still helpful), and 2 funded by Learning Services (with close to BA-level skills, are the backbone of tutoring in the Lab. Tutors assist students individually or in small groups as they work on math assignments.

2. Verbally describe any outside factors that are currently affecting the program. (For example: changes in job market, changing technologies, changes in transfer destinations, etc.)

Since the program assists currently enrolled students, there are no “outside factors” affecting the program. Lab attendance will vary depending on assignments and the drop rate, but the program continues to function effectively.

3. List any significant issues or problems that the program is immediately facing.

The issue of greatest concern is funding for tutors. There seems to be a healthy number of prospective tutors who are well qualified and would be an asset to the program, but lack of funding prevents us from hiring them. As a result, the Math Lab program is not as able to assist students as well as it could.

C. FUTURE: Program Objectives for the Next Three Academic Years: 2010-11, 2011-12, 2012-13

1. Identify the program objectives for the next three academic years, making sure these objectives are consistent with the college's Educational Master Plan goals. Include how accomplishment is to be identified or measured and identify the planned completion dates. If any objectives are anticipated to extend beyond this three-year period, identify how much is to be accomplished by the end of this review period and performance measures.

Planned objectives:

- Upgrade/replace existing resources to increase the Lab's usefulness and efficiency.
- Augment current tutoring staff with tutors proficient in statistics.
- Expand tutor training re: new equipment and programs.
- Incorporate workshops on study skills related specifically to math (completing homework assignments, preparing for tests, etc.).

Consistency with the Master Plan Goals:

The objectives for the Math Lab are consistent with the college's goals of achieving student success, providing excellence in education, and developing resources and increasing college effectiveness.

Measurement of Accomplishment:

Measurement would be the observation that these things have been completed.

Date of Completion:

Completion of these objectives is entirely dependent on funding and so is not accurately predictable. Ideally, they would be completed as soon as possible.

2. Identify how student learning or service area outcomes will be expanded and fully implemented into the program. Include a progress timeline for implementation and program improvement.

Since the Math Lab exists to provide students with the means and guidance they need to accomplish their assignments and learn the principles of math they are studying in their classes, the basic SAO (providing resources and guidance) is inherent in the program. As long as the program, facilities, and tutors exist, the SAO will be implemented.

3. Identify any resources needed to accomplish these objectives. Identify any obstacles toward accomplishment and the plan to surmount these obstacles.

Equipment: Serviceable headphones that students need in order to use the various math programs.

APC Backups.

Equipment Upgrades: New computers or modifications to existing computers to enable them to support software upgrades and Windows 7.

Larger capacity hard drives for existing computers.

Software Issues: MATLAB maintenance agreement.

Geometer's Sketchpad 5 upgrade.

4. Identify any outside factors that might influence your program during the next three years.

Outside influences that might influence the program are

- State funding issues
- Low enrollment
- Lack of tutors

Part 2 – Comprehensive Program Review

Fall 2011

Program Name:

Study Skills Center

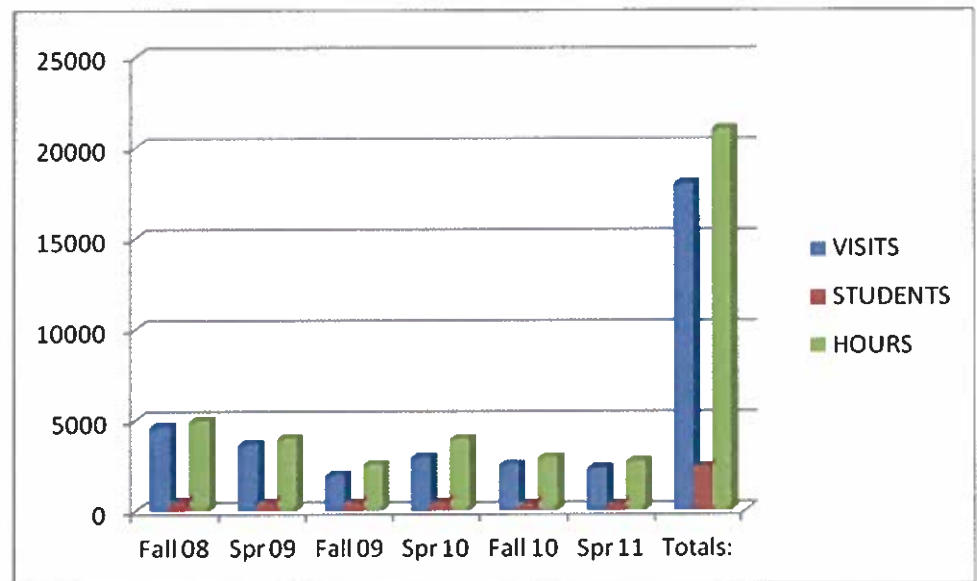
A. PAST: Review of Program Performance, Objectives, and Outcomes for the Three Previous Academic Years: 2008-09, 2009-10, 2010-11

1. List the objectives developed for this program during the last comprehensive program review (Fall 2009).
 - A clear understanding among tutors that they are tutors and not teachers. Part of their responsibility is to support the teachers' goals and not begin to teach content that the teacher has not yet covered in class.
2. Present program performance data in tabular form for the previous three years that demonstrates the program's performance toward meeting the previous objectives. Include the following standard program performance metrics as well additional program specific metrics, if any.
 - a. For teaching programs this data should include at least the following: Enrollment at census, number of sections, fill rate, retention rate, success rate, and grade distribution for each course in the program, during each semester and session of the previous three academic years. In addition, the Full Time Equivalent Faculty (FTEF) and Full Time Equivalent Students (FTES) and the ratio of FTES per FTEF should be presented for the program for each semester and session.
 - b. For non teaching programs this data should include the following: TBD
 - Our Center's role in the learning process cannot be properly tabulated. The SSC helps students understand material covered in class, but it is impossible to determine whether student progress took place in the classroom or in the SSC.
 - We have hired more Apprentice tutors, who give a better understanding of subjects than do regular tutors. In the past year, we have increased apprentice tutors by 40%, which includes 2 in math, 1 in English, 1 in Political Science, 1 in History, and 1 in Psychology.
3. Present student learning or service area outcomes data that demonstrate the program's continuous educational and/or service quality improvement. Include the following standard information and metrics as well as additional program-specific metrics, if any.

List the program level outcomes, goals or objectives and show how these support the Institutional Student Learning Outcomes. Identify the method(s) of assessment used for each of the program level outcomes. Provide a summary of the outcome data for the program, including course and program level data as appropriate.

The Study Skills Center's purpose is to promote student learning and success by providing resources, tutoring, and workshops covering specific subjects and skills. Center usage statistics indicate that students are taking advantage of the services we provide:

Study Skills Center Usage, Fall 2008 - Spring 2011			
SEMESTER	VISITS	STUDENTS	HOURS
Fall 08	4622	459	4946.2
Spr 09	3652	416	3957.8
Fall 09	1936	392	2533.5
Spr 10	2933	425	3942.8
Fall 10	2516	350	2913.2
Spr 11	2331	332	2694
Totals:	17990	2374	20987.5



4. Analyze the data presented visually (graphs, diagrams, etc.) and verbally (text) as appropriate, present any trends, anomalies, and conclusions. Explain the program's success or failure in meeting the objectives presented above in item one. Explain the ways that the program utilized the student learning or service area outcome data presented in item three to improve the program (changes to curriculum, instructional methodology, support services, etc.)
- Different Surveys have been conducted to rate the services provided:
 - Tutoring
 - 93% - would recommend the Center to other students
 - 48% - more tutoring times needed
 - Workshops
 - 97% - found workshops helpful
 - 85% - attended workshops because they were mandatory to complete Probation requirements
 - 10% - attended workshops for extra credit
 - 5% - attended workshops for personal growth
 - Staff
 - 91% - found tutors to be more than competent in their areas
 - Surveys show that students are overwhelmingly satisfied with the services the Center provides, but feel a need for an increased number of tutors or more tutoring hours for existing tutors, and possibly tutoring in more subjects.

B. PRESENT: Snapshot of the State of the Program in the Current Semester: Fall 2011

1. Give a verbal description of the program as it exists at the present time. Include information on current staffing levels, current student enrollments, student learning or service area outcome implementation, number of majors, and/or other data as appropriate.

The Study Skills Center's SAO of providing enhanced learning opportunities for students is inherent in the program. As long as the Center is functioning, it is achieving its goal. This is evidenced in the following current program profile:

- 14 part time tutors
- 408 students enrolled
- 80 subjects tutored

2. Verbally describe any outside factors that are currently affecting the program. (For example: changes in job market, changing technologies, changes in transfer destinations, etc.)

The primary outside factor affecting the program is California's budget restrictions. Having to cut back on staff limits the help we can provide to students.

3. List any significant issues or problems that the program is immediately facing.

See #2

C. FUTURE: Program Objectives for the Next Three Academic Years: 2010-11, 2011-12, 2012-13

1. Identify the program objectives for the next three academic years, making sure these objectives are consistent with the college's Educational Master Plan goals. Include how accomplishment is to be identified or measured and identify the planned completion dates. If any objectives are anticipated to extend beyond this three-year period, identify how much is to be accomplished by the end of this review period and performance measures.

- Budget limitations restrict us
 - In hiring enough new tutors to meet student needs
 - Training existing tutors in new tutoring techniques
 - Developing tutoring components to target at-risk classes such as College level English, Graduate math and Sciences

2. Identify how student learning or service area outcomes will be expanded and fully implemented into the program. Include a progress timeline for implementation and program improvement.

As mentioned above (sections B and C) the implementation and expansion of SAOs is inherent in the program. As long as we can provide tutoring and workshops, we will be fulfilling our purpose. How well we do that depends on our ability to staff the Center.

3. Identify any resources needed to accomplish these objectives. Identify any obstacles toward accomplishment and the plan to surmount these obstacles.
 - Funding for hiring and training tutors.
4. Identify any outside factors that might influence your program during the next three years.

Fluctuations in funding are the primary determining factor related to program success.

Part 2 – Comprehensive Program Review

Fall 2011

Program Name:

Business Lab

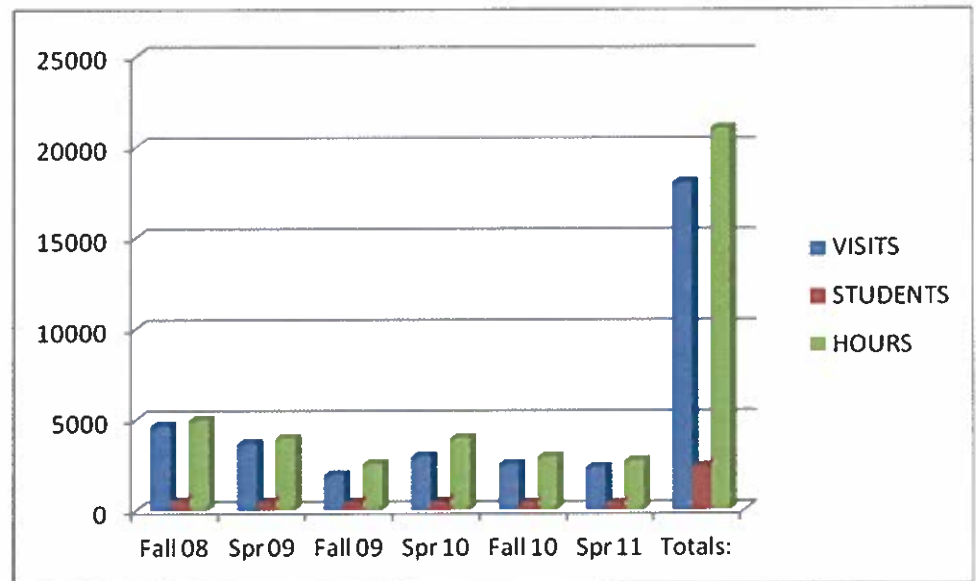
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 - b. For non teaching programs this data should include the following: TBD
 - Our Center's role in the learning process cannot be properly tabulated. The SSC helps students understand material covered in class, but it is impossible to determine whether student progress took place in the classroom or in the SSC.
 - We have hired more Apprentice tutors, who give a better understanding of subjects than do regular tutors. In the past year, we have increased apprentice tutors by 40%, which includes 2 in math, 1 in English, 1 in Political Science, 1 in History, and 1 in Psychology.
3. Present student learning or service area outcomes data that demonstrate the program's continuous educational and/or service quality improvement. Include the following standard information and metrics as well as additional program-specific metrics, if any.

List the program level outcomes, goals or objectives and show how these support the Institutional Student Learning Outcomes. Identify the method(s) of assessment used for each of the program level outcomes. Provide a summary of the outcome data for the program, including course and program level data as appropriate.

The Study Skills Center's purpose is to promote student learning and success by providing resources, tutoring, and workshops covering specific subjects and skills. Center usage statistics indicate that students are taking advantage of the services we provide:

Study Skills Center Usage, Fall 2008 - Spring 2011			
SEMESTER	VISITS	STUDENTS	HOURS
Fall 08	4622	459	4946.2
Spr 09	3652	416	3957.8
Fall 09	1936	392	2533.5
Spr 10	2933	425	3942.8
Fall 10	2516	350	2913.2
Spr 11	2331	332	2694
Totals:	17990	2374	20987.5



4. Analyze the data presented visually (graphs, diagrams, etc.) and verbally (text) as appropriate, present any trends, anomalies, and conclusions. Explain the program's success or failure in meeting the objectives presented above in item one. Explain the ways that the program utilized the student learning or service area outcome data presented in item three to improve the program (changes to curriculum, instructional methodology, support services, etc.)
- Different Surveys have been conducted to rate the services provided:
 - Tutoring
 - 93% - would recommend the Center to other students
 - 48% - more tutoring times needed
 - Workshops
 - 97% - found workshops helpful
 - 85% - attended workshops because they were mandatory to complete Probation requirements
 - 10% - attended workshops for extra credit
 - 5% - attended workshops for personal growth
 - Staff
 - 91% - found tutors to be more than competent in their areas
 - Surveys show that students are overwhelmingly satisfied with the services the Center provides, but feel a need for an increased number of tutors or more tutoring hours for existing tutors, and possibly tutoring in more subjects.

B. PRESENT: Snapshot of the State of the Program in the Current Semester: Fall 2011

1. Give a verbal description of the program as it exists at the present time. Include information on current staffing levels, current student enrollments, student learning or service area outcome implementation, number of majors, and/or other data as appropriate.

The Study Skills Center's SAO of providing enhanced learning opportunities for students is inherent in the program. As long as the Center is functioning, it is achieving its goal. This is evidenced in the following current program profile:

- 11 part time tutors
- 433 students enrolled
- 46 subjects tutored

2. Verbally describe any outside factors that are currently affecting the program. (For example: changes in job market, changing technologies, changes in transfer destinations, etc.)

The primary outside factor affecting the program is California's budget restrictions. Having to cut back on staff limits the help we can provide to students.

3. List any significant issues or problems that the program is immediately facing.

See #2

C. FUTURE: Program Objectives for the Next Three Academic Years: 2010-11, 2011-12, 2012-13

1. Identify the program objectives for the next three academic years, making sure these objectives are consistent with the college's Educational Master Plan goals. Include how accomplishment is to be identified or measured and identify the planned completion dates. If any objectives are anticipated to extend beyond this three-year period, identify how much is to be accomplished by the end of this review period and performance measures.

- Budget limitations restrict us
 - In hiring enough new tutors to meet student needs
 - Training existing tutors in new tutoring techniques
 - Developing tutoring components to target at-risk classes such as College level English, Graduate math and Sciences

2. Identify how student learning or service area outcomes will be expanded and fully implemented into the program. Include a progress timeline for implementation and program improvement.

As mentioned above (sections B and C) the implementation and expansion of SAOs is inherent in the program. As long as we can provide tutoring and workshops, we will be fulfilling our purpose. How well we do that depends on our ability to staff the Center.

3. Identify any resources needed to accomplish these objectives. Identify any obstacles toward accomplishment and the plan to surmount these obstacles.
 - Funding for hiring and training tutors.
4. Identify any outside factors that might influence your program during the next three years.

Fluctuations in funding are the primary determining factor related to program success.

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Program Review Resource Requests

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Needs for within and

List all new and revised needs identified through your Comprehensive Program Review or annual Program Review Assessment process in rank order based on priority of need. Use the priority column to rank ALL program requests with the greatest need being #10. All requests must be linked to an Educational Master Plan Objective.

[Click Here to Add a New Cost Item \(only needed if there is nothing applicable within the Item dropdown below\)](#)

Add New Request:

Goal	<input style="width: 100%;" type="text" value="1.0 - Student Success - Enable Students to attain their educational goals, including degrees and certificates, transfer, job p..."/>	
Item	<input style="width: 100%;" type="text" value="\$2,000,000 - Student Employment"/>	
	Custom Cost:	<input style="width: 50px;" type="text" value="2500"/>
Quantity	<input style="width: 50px;" type="text" value="2"/>	Justification: We have lost writing tutors through attrition and budget cuts to the point that we can no longer accommodate most of the students who either want or are required by instructors to receive assistance with writing assignments. Two more tutors in the Writing Lab would enable us to accommodate these students and help them develop their writing skills so they can succeed not only in their writing classes, but in all of their classes, and so achieve their educational goals and be better prepared to transfer or to enter the workforce after graduation.
Priority	<input style="width: 50px;" type="text" value="1 - High"/>	
Status	<input type="radio"/> New <input checked="" type="radio"/> Revised	
Total Cost	<input style="width: 100px;" type="text" value="\$ 4000000"/>	
<input type="button" value="Add"/>		

Service Area Outcomes (SAOs)

Date: 13 February 2012
 Department Name: Learning Services

Course Number/Title or Program Title: Business Lab

Contact Person/Others Involved in Process: Lead: Terry C. Norris
Others: Taylor Ruhl

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):

Does course satisfy a community college GE requirement(s)? Yes No N/A
 If yes, check which requirement(s) below:

American Institutions	<input type="checkbox"/>	Language and Rationality – English Composition
Health Education	<input type="checkbox"/>	Language and Rationality – Communication and Analytical Thinking
Physical Education / Activity	<input type="checkbox"/>	Natural Science
Math Competency	<input type="checkbox"/>	Humanities
Reading Competency	<input type="checkbox"/>	Social and Behavioral Sciences

Student Learning Outcome / Service Area Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
<p>Example: Identify, create, critique, and refute oral and written arguments.</p> <p>Outcome 3: Personal Responsibility - Provide students a place and equipment to study for their classes as they arrange their schedules to take advantage of the resources.</p>	<p>Debate + Debate rubric</p> <p>Attendance and lab use records and tutor/staff observation to show that students are taking advantage of the opportunity.</p>	<p>ISLO1, ISLO2</p> <p>ISLO 3</p>
<p>Outcome 4: Information Literacy – The computers in the Business Lab provide internet access so students can be exposed to information from a variety of sources, which they may use to meet requirements of their classes.</p>	<p>Attendance and lab use records and tutor/staff observation to show that students are taking advantage of the opportunity.</p>	<p>ISLO 4</p>

Each SLO/SAO should describe the knowledge, skills, and/or abilities one will have after successful completion of course or as a result of participation in activity/program. A minimum of one outcome is required per course/program. You may identify more than one outcome, but please note that you will need to collect and evaluate data for each outcome that you list above. Attach separate pages if needed. For assistance contact: [Toni Pfister toni.pfister@imperial.edu](mailto:Toni.Pfister@imperial.edu) or X6546

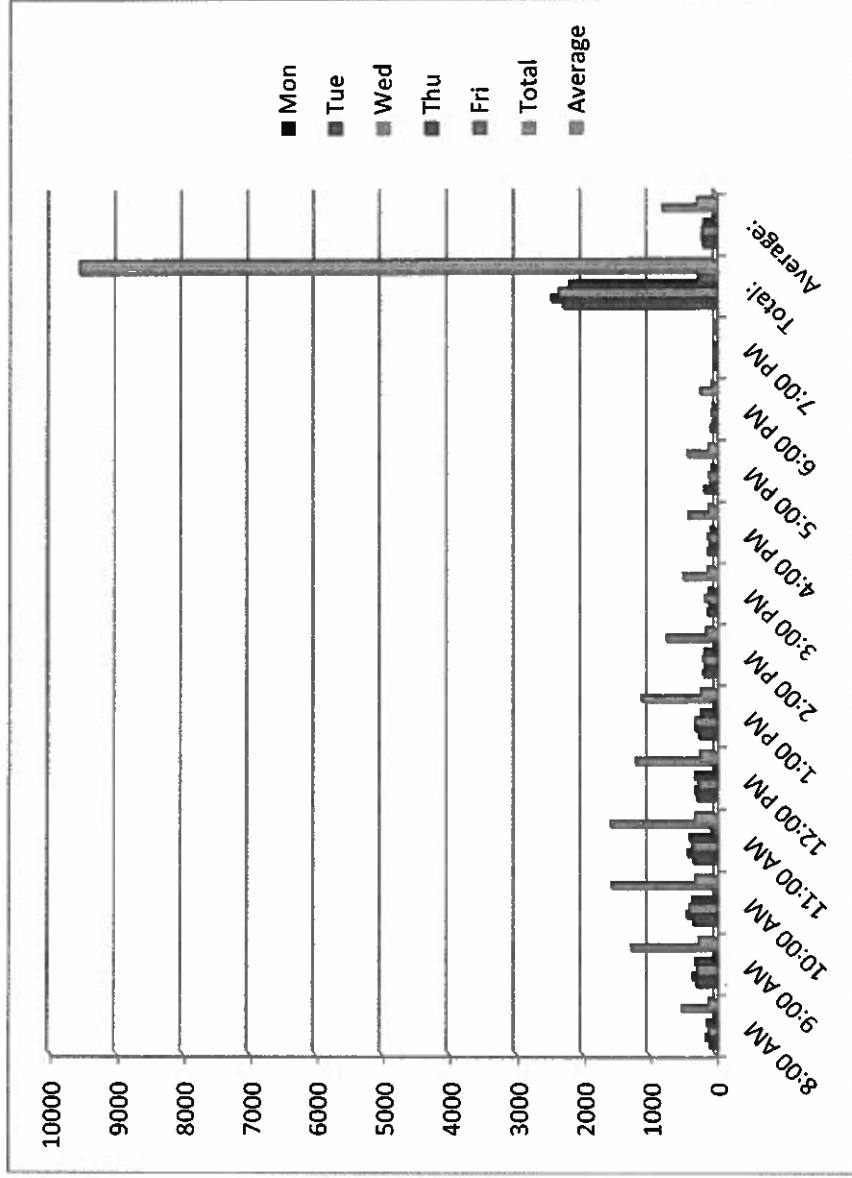
*Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

Service Area Outcomes (SAOs) Assessment Cycle Form – Phase II

<p>1. Course Number & Date of Assessment Cycle Completion</p>	<p>Course: The Business Lab is an open lab that provides students a place and equipment to complete work for their various classes. As such, it has no course number. However, it does provide software for CIS 102 so students can complete assignments for that required lab.</p> <p>Date: 13 February 2012</p>
<p>2. People involved in summarizing and evaluating data</p>	<p>Terry C. Norris</p>
<p>3. Data Results Briefly summarize the results of the data you collected.</p>	<p>Outcome 3: Login/out records and staff observation indicate that students do take advantage of the room and equipment to study for their classes. There was a total of 9,566 logins for the Business Lab for the fall 2011 semester.</p> <p>Outcome 4: See #3.</p>
<p>4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.</p>	<p>The computer programs in the Business Lab are current versions of the software students need in order to complete work for their various classes. They are subject to modification if instructors request new programs for specific classes, but none have so far.</p> <p>**Will this include a change to the curriculum (i.e. course outline)? NO</p>
<p>5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO/SAO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?</p>	<p>The assessment process has helped us clarify the Lab's responsibilities and function. Since those responsibilities and function have not changed, the current assessment criteria seem adequate. If the nature of the Lab program changes, we will adjust the assessment criteria.</p>
<p>6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.</p>	<p>While the hope is that students will improve their academic skills by using the various software programs provided by the Business Lab, it is difficult for the Lab to assess the degree of progress, if any. Though there are assessment tools, they relate only to the students' use of the Lab, not to an overall improvement of skills. The Lab simply provides a place and equipment for students to study. How much the students' use of the Lab influences their grades in any given class would be difficult to determine. In short, the Lab provides support for students as they study for their for-credit classes but does not address learning outcomes specifically, and so is not the place for assessment; that is the responsibility of the instructor.</p>

Business Lab
8/22/2011 - 12/9/2011

Hour	Mon	Tue	Wed	Thu	Fri	Total	Average
8:00 AM	94	150	103	130	33	510	102
9:00 AM	290	356	279	310	40	1275	255
10:00 AM	341	438	391	352	44	1566	313.2
11:00 AM	346	417	359	393	71	1586	317.2
12:00 PM	278	312	265	320	31	1206	241.2
1:00 PM	250	308	298	224	31	1111	222.2
2:00 PM	192	163	196	174	11	736	147.2
3:00 PM	120	97	172	104		493	123.25
4:00 PM	122	90	123	74		409	102.25
5:00 PM	167	81	102	67		417	104.25
6:00 PM	77	45	64	43		229	57.25
7:00 PM	10	5	8	5		28	7
Total:	2287	2462	2360	2196	261	9566	9566
Average:	190.58	205.17	196.67	183.00	37.29	797.17	268.31



Student Learning Outcomes (SLOs) or Service Area Outcomes (SAOs)

Date: 13 February 2012
 Department Name: Learning Services

Course Number/Title or Program Title: Math Lab

Contact Person/Others Involved in Process: **Lead:** Terry C. Norris
Others: Taylor Ruhl, Caroline Bennett

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):

Does course satisfy a community college GE requirement(s)?
 If yes, check which requirement(s) below:

Yes No N/A

<input type="checkbox"/>	American Institutions	<input type="checkbox"/>	Language and Rationality – English Composition
<input type="checkbox"/>	Health Education	<input type="checkbox"/>	Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/>	Physical Education / Activity	<input type="checkbox"/>	Natural Science
<input type="checkbox"/>	Math Competency	<input type="checkbox"/>	Humanities
<input type="checkbox"/>	Reading Competency	<input type="checkbox"/>	Social and Behavioral Sciences

Student Learning Outcome / Service Area Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2
Outcome 1: Critical Thinking Skills – Working with the various math programs and tutors and attending workshops on typical math difficulties require and contribute to the student’s ability to use critical thinking skills and will contribute to the development of those skills.	Attendance and lab use records and tutor/staff observation to show that students are taking advantage of the opportunity.	ISLO 2
Outcome 2: Personal Responsibility – Whether the student is required to do math homework in the Math Lab or wants tutor assistance, the student has to take responsibility to plan his/her schedule to allow time for such work.	Attendance and lab use records and tutor/staff observation to show that students are taking advantage of the opportunity.	ISLO 3
Outcome 3: Information Literacy – Working with the various math programs and applications that assist in math calculations exposes the student to information he would not likely get elsewhere.	Attendance and lab use records and tutor/staff observation to show that students are taking advantage of the opportunity.	ISLO 4

Each SLO/SAO should describe the knowledge, skills, and/or abilities one will have after successful completion of course or as a result of participation in activity/program. A minimum of one outcome is required per course/program. You may identify more than one outcome, but please note that you will need to collect and evaluate data for each outcome that you list above. Attach separate pages if needed. For assistance contact: Tomi Pfister tomi.pfister@imperial.edu or X6546

*Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

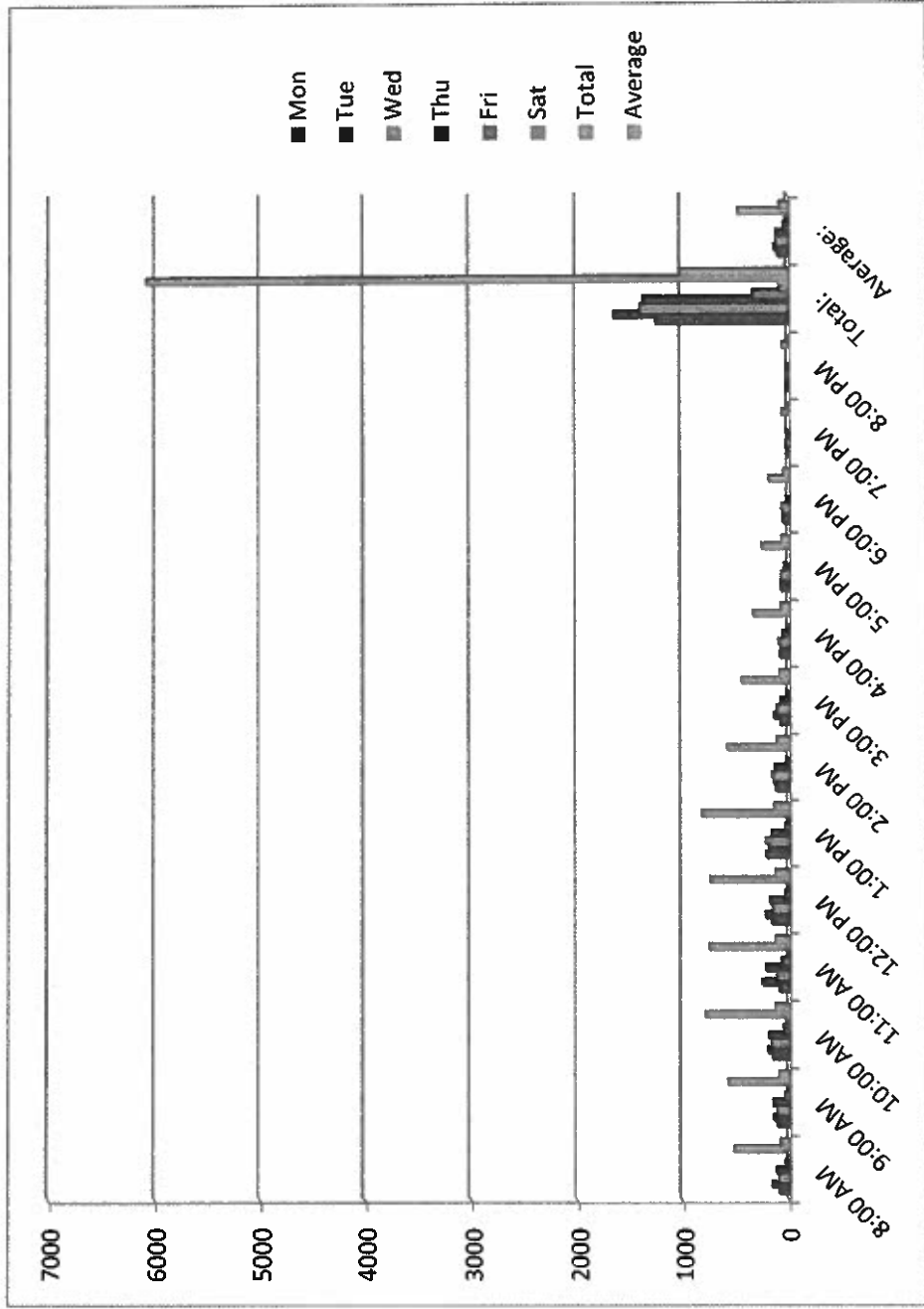
**Student Learning Outcomes (SLO) / Service Area Outcomes (SAOs)
Assessment Cycle Form – Phase II**

<p>1. Course Number & Date of Assessment Cycle Completion</p>	<p>Course: The Math Lab has no course number, but helps students in mass from a variety of courses.</p> <p>Date: 13 February 2012</p>
<p>2. People involved in summarizing and evaluating data</p>	<p>Terry C. Norris, Caroline Bennett</p>
<p>3. Data Results Briefly summarize the results of the data you collected.</p>	<p>Outcome 1: Login/out records and staff observation indicate that students do participate in the programs. There was a total of 6,090 logins for the Math Lab for the fall 2011 semester.</p> <p>Outcome 2: See #1.</p> <p>Outcome 3: See #1.</p>
<p>4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.</p>	<p>The programs in the Math Lab have been carefully developed and/or evaluated, and implemented by experts in the field. They are subject to modification if need dictates, but the results of this assessment have not demonstrated that need.</p> <p>**Will this include a change to the curriculum (i.e. course outline)? N/A</p>
<p>5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO/SAO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?</p>	<p>The assessment process has helped us clarify the Lab's responsibilities and function. Since those responsibilities and function have not changed, the current assessment criteria seem adequate. If the nature of the Lab program changes, we will adjust the assessment criteria.</p>
<p>6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.</p>	<p>While the hope is that students will improve their math skills by participating in the various Math Lab programs, it is difficult for the Lab to assess the degree of progress, if any. Though there are assessment tools, they relate only to the students' performance on Lab assignments, not to an overall improvement of what they are studying in class, so the real assessment would be the grade in the class, though how much the Lab work influences the grade in the class would be difficult to determine. In short, the Lab provides support to for-credit classes, not learning outcomes, and so is not the place for assessment; that is the responsibility of the instructor.</p>

Math Lab

8/22/2011 - 12/9/2011

Hour	Mon	Tue	Wed	Thu	Fri	Sat	Total	Average
8:00 AM	90	156	94	118	35	21	514	85.67
9:00 AM	106	143	114	149	41	20	573	95.50
10:00 AM	151	199	163	191	48	32	784	130.67
11:00 AM	93	245	116	217	65	11	747	124.50
12:00 PM	156	217	152	178	34	3	740	123.33
1:00 PM	212	193	218	164	37	1	825	137.50
2:00 PM	121	138	158	130	28		575	115.00
3:00 PM	84	137	115	84	25		445	89.00
4:00 PM	87	77	100	55	14		333	66.60
5:00 PM	66	67	75	42			250	62.50
6:00 PM	48	51	63	25			187	46.75
7:00 PM	12	24	16	10			62	15.50
8:00 PM	20	9	15	11			55	13.75
Total:	1246	1656	1399	1374	327	88	6090	1015.00
Average:	95.85	127.38	107.62	105.69	36.33	14.67	468.46	81.26



Service Area Outcomes (SAOs)

Date: 13 February 2012

Department Name: Learning Services

Course Number/Title or Program Title: Reading/Writing/Language Lab

Contact Person/Others

Lead: Terry C. Norris

Involved in Process:

Others: Taylor Ruhl, Norma Gonzalez, Angelica Hueso

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):

Does course satisfy a community college GE requirement(s)?

Yes No N/A

If yes, check which requirement(s) below:

American Institutions	<input type="checkbox"/>	Language and Rationality – English Composition	<input type="checkbox"/>
Health Education	<input type="checkbox"/>	Language and Rationality – Communication and Analytical Thinking	<input type="checkbox"/>
Physical Education / Activity	<input type="checkbox"/>	Natural Science	<input type="checkbox"/>
Math Competency	<input type="checkbox"/>	Humanities	<input type="checkbox"/>
Reading Competency	<input type="checkbox"/>	Social and Behavioral Sciences	<input type="checkbox"/>

Student Learning Outcome / Service Area Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
<p>Example: Identify, create, critique, and refute oral and written arguments.</p> <p>Outcome 1: Communication Skills - Provide students an opportunity to practice skills they are studying in their reading, writing, and ESL classes.</p>	<p>Debate + Debate rubric</p> <p>Attendance and lab use records and tutor/staff observation to show that students are taking advantage of the opportunity.</p>	<p>ISLO1, ISLO2</p> <p>ISLO 1</p>
<p>Outcome 2: Critical Thinking Skills - Provide students an opportunity to practice critical thinking through reading/writing/ESL programs and software and discussions with tutors through Eng. 051 and 052, personal tutoring, and reading/writing pods.</p>	<p>Attendance and lab use records and tutor/staff observation to show that students are taking advantage of the opportunity.</p>	<p>ISLO 2</p>
<p>Outcome 3: Personal Responsibility - Provide students an opportunity to practice/develop a sense of personal responsibility through planning and completing their Lab work.</p>	<p>Assignment completion records indicate how responsible students are in planning and completing their work.</p>	<p>ISLO 3</p>

Each SLO/SAO should describe the knowledge, skills, and/or abilities one will have after successful completion of course or as a result of participation in activity/program. A minimum of one outcome is required per course/program. You may identify more than one outcome, but please note that you will need to collect and evaluate data for each outcome that you list above. Attach separate pages if needed. For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546

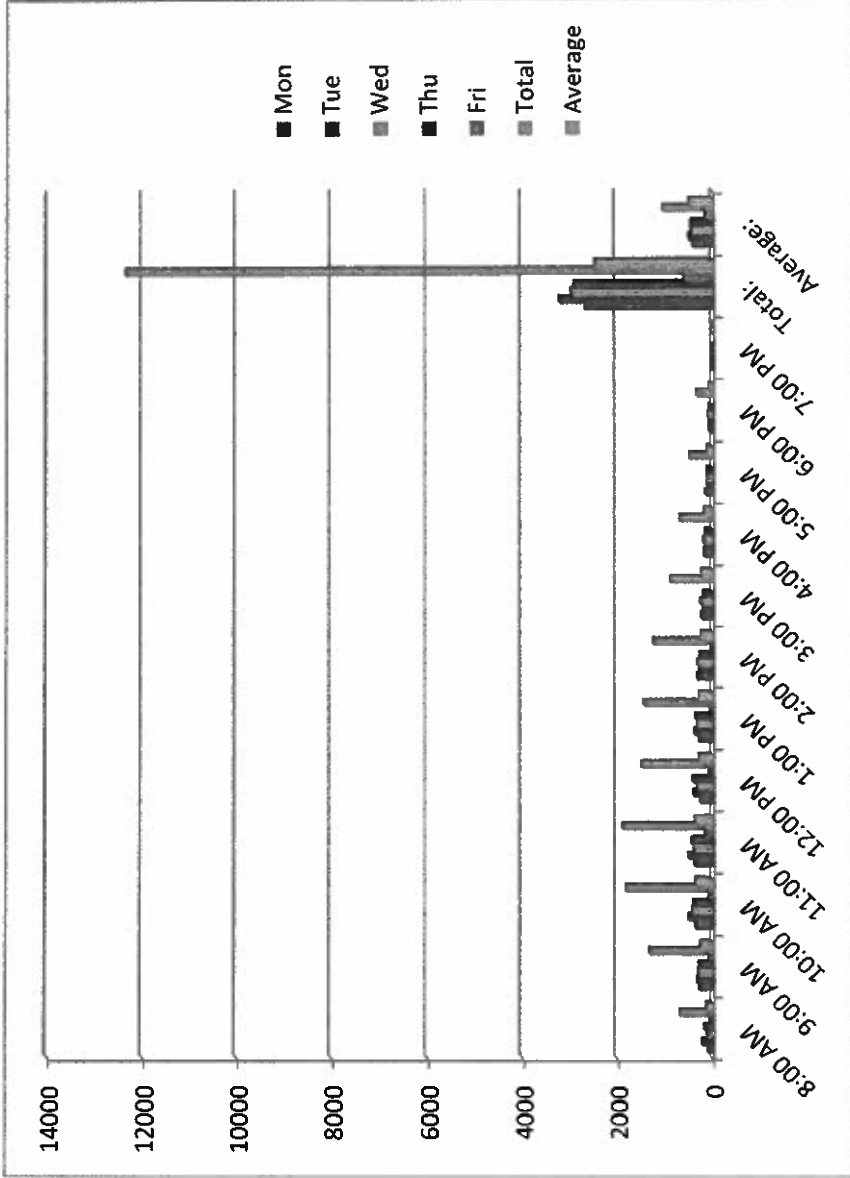
*Institutional Student Learning Outcomes: ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

**Service Area Outcomes (SAOs)
Assessment Cycle Form – Phase II**

<p>1. Course Number & Date of Assessment Cycle Completion</p>	<p>Course: The Reading/Writing/Language Lab has no course number, but helps students in mass from a variety of courses. However, the Reading/Writing Lab runs the ENGL 051 and 052 individualized skills labs each semester as needed.</p> <p>Date: 13 February 2012</p>
<p>2. People involved in summarizing and evaluating data</p>	<p>Terry C. Norris, Norma Gonzalez, Angelica Hueso</p>
<p>3. Data Results Briefly summarize the results of the data you collected.</p>	<p>Outcome 1: Login/out records and staff observation indicate that students do participate in the programs. There were 20,300 logins for the fall 2011 semester.</p> <p>Outcome 2: Student surveys indicate that students' use of the programs improves their skills and thinking ability.</p> <p>Outcome 3: Lab work accomplishment records show that not all students exercise personal responsibility in planning and executing their Lab work.</p>
<p>4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.</p>	<p>The programs in the Reading/Writing/Language Lab have been carefully developed, evaluated, and implemented by experts in the respective fields. They are subject to modification if need dictates, but the results of this assessment have not demonstrated that need.</p> <p>**Will this include a change to the curriculum (i.e. course outline)? NO</p>
<p>5. Next Year Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO/SAO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how?</p>	<p>The assessment process has helped us clarify the Lab's responsibilities and function. Since those responsibilities and function have not changed, the current assessment criteria seem adequate. If the nature of the Lab program changes, we will adjust the assessment criteria.</p>
<p>6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.</p>	<p>While the hope is that students will improve their academic skills by participating in the various Reading/Writing/Language Lab programs, it is difficult for the Labs to assess the degree of progress, if any. Though there are assessment tools, they relate only to the students' performance on Lab assignments, not to an overall improvement of skills. The Lab simply provides ancillary work to help students "get the point" of what they are studying in class, so the real assessment would be the grade in the class, though how much the Lab work influenced the grade in the class would be difficult to determine. In short, the Lab provides support to for-credit classes, not learning outcomes, and so is not the place for assessment; that is the responsibility of the instructor.</p>

**R/W Lab
9/10/2011 - 12/2/2011**

Hour	Mon	Tue	Wed	Thu	Fri	Total	Average
8:00 AM	110	214	130	176	71	701	140.2
9:00 AM	295	335	313	301	91	1335	267
10:00 AM	361	512	438	409	101	1821	364.2
11:00 AM	381	510	402	445	162	1900	380
12:00 PM	272	399	339	414	83	1507	301.4
1:00 PM	299	385	329	362	62	1437	287.4
2:00 PM	328	291	322	277	23	1241	248.2
3:00 PM	225	204	269	185		883	220.75
4:00 PM	177	173	204	151		705	176.25
5:00 PM	148	119	114	113		494	123.5
6:00 PM	76	79	102	84		341	85.25
7:00 PM	7	6	9	4		26	6.5
Total:	2679	3227	2971	2921	593	12391	2478.2
Average:	412.15	496.46	457.08	449.38	148.25	1032.58	499.32



Reading Lab Student Survey Results Fall 2011

Please Circle Your Class Level: 086 = 4 087 = 6 088 = 2 ? = 8

How often did you use the *My Reading Lab* program? Total Responses: 20

AT HOME	#	%	IN THE R/W LAB	#	%
Several times a week	4	2%	Several times a week	3	15%
Once a week	6	3%	Once a week	2	1%
Every couple weeks	5	25%	Every couple weeks	8	4%

Where did you use *My Reading Lab* more?

At home 12/6%

In the Lab 5/25%

How useful were the following *My Reading Lab* features?

	Very Useful	Somewhat Useful	Not Very Useful	Never Used It
Reading Diagnostic Tests (Lexiles)	11/55%	7/35%	1/5%	0
"Overview" tutorials	8/40%	7/35%	3/15%	1/5%
"Model" Examples	9/45%	7/35%	2/10%	0
"Practice" Exercises	15/75%	4/20%	0	0
"Test" Exercises	13/65%	5/25%	0	0
Reading Level Readings & Exercises (Combined Skills)	13/65%	6/30%	0	0

Please indicate if you agree or disagree with the following:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<i>My Reading Lab</i> made the course more interactive.	4/20%	12/60%	2/10%	1/5%	0
<i>My Reading Lab</i> improved my vocabulary.	5/25%	10/50%	4/20%	0	0
<i>My Reading Lab</i> helped improve my reading comprehension.	8/40%	7/35%	3/15%	0	0
<i>My Reading Lab</i> helped me concentrate in class.	4/20%	10/50%	2/10%	2/10%	1/5%
<i>My Reading Lab</i> helped me get a better grade.	4/20%	12/60%	2/10%	1/5%	0
I liked the way <i>My Reading Lab</i> helped track my progress.	4/20%	10/50%	5/25%	0	0

What do you like the most about the My Reading Lab program? (Representative Responses)

You can do it wherever you want and stop whenever you want.

I like everything, but the exercise test helped me a lot to understand how the test would be done.

The Practice.

It lets you catch what you didn't learn in class.

The readings.

The tutorials.

It is very easy to use.

The Skills exercise.

What was your overall level of satisfaction with My Reading Lab?

Very Satisfied

5/25%

Somewhat Satisfied

10/50%

Somewhat Unsatisfied

0

Very Unsatisfied

0

Which of the following would have made My Reading Lab more useful for you? (Please check all that apply.)

More Overview Tutorials

2/10%

More Model Examples

1/5%

More Practice Sets

7/35%

More Test Questions

2/10%

More Readings

2/10%

More Interesting Readings

7/35%

More Video Clips and Video Tutorials

4/20%

More Photos and Illustrations

7/35%

More Audio Recordings of the Readings

5/25%

Other (Please Specify):

0

Did the phonics exercises help improve your pronunciation of English sounds?

Yes 5/25%

No 1/5%

I did not need phonics 9/45%

If you did phonics exercises, what was most / least helpful about them? (Representative Responses)

I learned which words I did not pronounce well.
They improved my pronunciation.

The tutors who give the tests are not patient or prepared for giving the tests (?)

Writing Lab Student Survey Results

Fall 2011

The survey was administered during last 2 weeks of the semester.

Students were reminded of the surveys at the end of their tutoring appointment. 22 surveys were returned.

Imperial Valley College



Writing Tutoring Questionnaire

CLASS/LEVEL: 96 = 0 97 = 4 98 = 1 99 = 5 101 = 4 ? = 1 Total Responses: 15

TUTOR: Tina

Was your tutor:	Very	Somewhat	Not at all	No opinion
Well-organized and prepared for your tutoring session?	14/93.33%	1/6.66%	___	___
Clear and easy to understand?	14/93.33%	1/6.66%	___	___
Supportive and interested in helping you?	14/93.33%	1/6.66%	___	___

1. What was the most helpful part of this tutoring session? (Representative Responses)

The way the tutor explained everything.

How to organize my essay.

MLA works cited page.

Organization and development.

Revising and informing me of the weaknesses in my research paper and how to fix them.

Essay structure

Extra information about prepositions.

What to put in the conclusion.

I improved my grammar.

2. Do you have any recommendations for your tutor?

No. She is great.

She is well prepared.

She is doing an outstanding job.

3. Would you recommend this tutor to another student? Explain.

Yes. She gives resources so I can get additional help with my essay problems.

She is very helpful and tries to make people think and find solutions.

She will guide you in the correct way, as your instructor wants.

She explained the things I was confused about very clearly.

She explains grammar well.

She takes her time to enhance my work.

She helps you with the questions you have and has a great way of explaining things.

She has patience to explain and help us recognize our errors.

Imperial Valley College



Writing Tutoring Questionnaire

CLASS/LEVEL: 96 = 0 97 = 1 98 = 0 99 = 1 101 = 5 ? = 0 Total Responses: 7

TUTOR: Isaac

Was your tutor:	Very	Somewhat	Not at all	No opinion
Well-organized and prepared for your tutoring session?	7/100%	___	___	___
Clear and easy to understand?	7/100%	___	___	___
Supportive and interested in helping you?	7/100%	___	___	___

1. What was the most helpful part of this tutoring session? (Representative Responses)

The way the tutor explained everything.
Using quotations in a research paper.
His advice.
Essay structure.
MLA style and comma use.
Help with run-ons.

2. Do you have any recommendations for your tutor?

No. Great tutor!
Keep up the good work.

3. Would you recommend this tutor to another student? Explain.

Yes. He researched and explained well what needed to be done in a mini research paper.

I really like how I can understand what he is telling me and helping me with. He is very interested in helping students.

He is really helpful and nice.

Imperial Valley College



Writing Tutoring Questionnaire

CLASS/LEVEL: 96 = 0 97 = 5 98 = 1 99 = 6 101 = 9 ? = 1 Total Responses: 22

TUTOR: Both

Was your tutor:	Very	Somewhat	Not at all	No opinion
Well-organized and prepared for your tutoring session?	21/95.45%	1/4 .54%	___	___
Clear and easy to understand?	21/95.45%	1/4 .54%	___	___
Supportive and interested in helping you?	21/95.45%	1/4 .54%	___	___

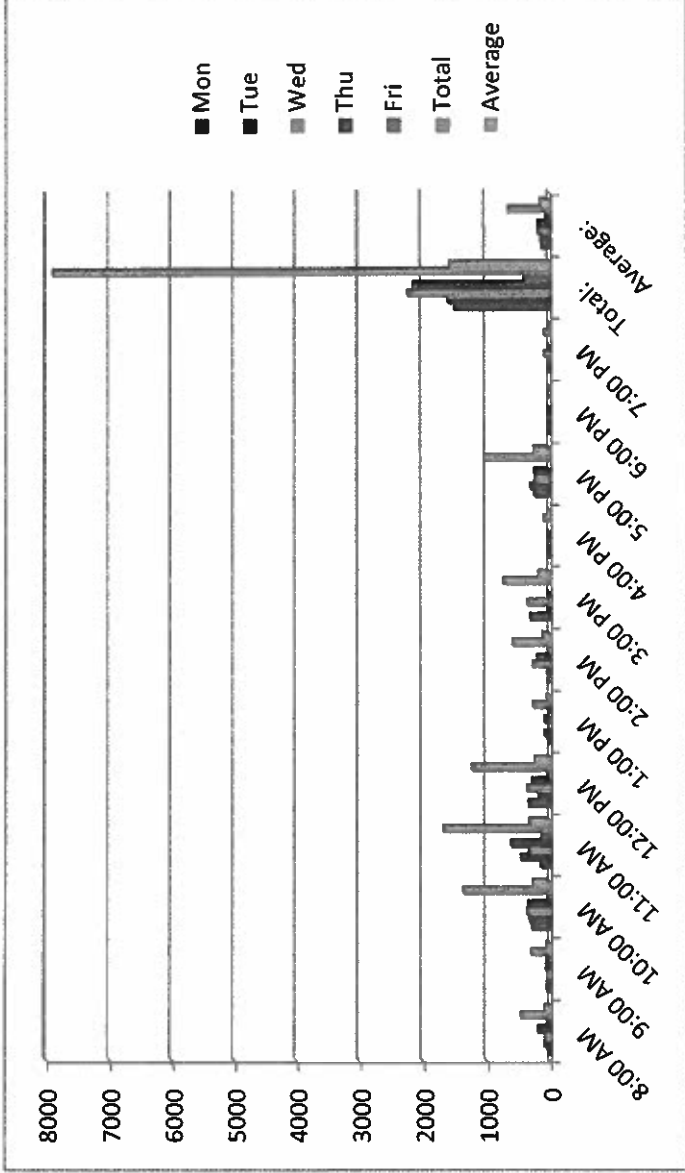
1. What was the most helpful part of this tutoring session? (Representative Responses)

2. Do you have any recommendations for your tutor?

3. Would you recommend this tutor to another student? Explain.

**Language Lab
9/10/2011 - 12/2/2011**

Hour	Mon	Tue	Wed	Thu	Fri	Total	Average
8:00 AM	37	91	83	199	55	465	93
9:00 AM	54	56	56	75	58	299	59.8
10:00 AM	287	319	366	349	51	1372	274.4
11:00 AM	140	455	344	614	135	1688	337.6
12:00 PM	343	191	367	282	50	1233	246.6
1:00 PM	30	89	34	90	23	266	53.2
2:00 PM	35	50	272	205	30	592	118.4
3:00 PM	308	33	358	40		739	184.75
4:00 PM	16	23	33	27		99	24.75
5:00 PM	240	300	237	252		1029	257.25
6:00 PM	6	6	8	13		33	8.25
7:00 PM	5	1	86	2		94	23.5
Total:	1501	1614	2244	2148	402	7909	1581.8
Average:	125.08	134.50	187.00	179.00	57.43	659.08	136.60



Language Lab Student Survey Results, Fall 2011

Please Circle Your Class Level: 023 = 24 024 = 31 025 = 20 ? = 6

How often did you use the *My Reading Lab* program?

Total Responses: 81

AT HOME	#	%	IN THE LANG. LAB	#	%
Several times a week	5	6	Several times a week	35	43
Once a week	19	23.4	Once a week	28	34.5
Every couple weeks	6	7.4	Every couple weeks	12	14.8

Where did you use *My Reading Lab* more?

- At home 12/14.8%
- In the Lab 62/76.5%

How useful were the following *My Reading Lab* features?

	Very Useful	Somewhat Useful	Not Very Useful	Never Used It
Reading Diagnostic Tests (Lexiles)	24/29.6%	23/28.39%	13/16%	19/23.4%
"Overview" tutorials	21/25.9%	23/28.39%	13/16%	22/27%
"Model" Examples	38/46.9%	32/39.5%	7/8.6%	4/4.9%
"Practice" Exercises	46/56.7%	31/38.27%	2/2.46%	1/1.23%
"Test" Exercises	50/61.7%	30/37%	1/1.23%	0
Reading Level Readings & Exercises (Combined Skills)	42/51.8%	32/39.5%	5/6%	1/1.23%

Please indicate if you agree or disagree with the following:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<i>My Reading Lab</i> made the course more interactive.	6/7.4%	30/37%	28/34.56%	14/18%	0
<i>My Reading Lab</i> improved my vocabulary.	20/24.69%	29/35.8%	29/35.8%	0	0
<i>My Reading Lab</i> helped improve my reading comprehension.	14/17%	32/39.5%	31/38%	1/1.23%	0
<i>My Reading Lab</i> helped me concentrate in class.	9/11%	21/25.9%	27/33%	17/20.98%	2/2.46%
<i>My Reading Lab</i> helped me get a better grade.	11/13.58%	32/39.5%	28/34.56%	6/7.4%	0
I liked the way <i>My Reading Lab</i> helped track my progress.	16/19.75%	28/34.56%	24/29.6%	10/12.3%	0

What do you like the most about the My Reading Lab program? (Representative Responses)

The Practices and Exercises.
 It helped me improve my vocabulary skills.
 The reading skills.
 The reading levels.
 That it has two parts.
 Everything.
 It helps me understand my class.
 It helped me get a better grade in my class.
 It can be done at home.
 It improved my comprehension.

What was your overall level of satisfaction with My Reading Lab?

- Very Satisfied 48/59%
- Somewhat Satisfied 29/35.8%
- Somewhat Unsatisfied 3/3.7%
- Very Unsatisfied 0

Which of the following would have made My Reading Lab more useful for you? (Please check all that apply.)

- More Overview Tutorials 14/17%
- More Model Examples 44/54.3%
- More Practice Sets 51/62.96%
- More Test Questions 16/19.75%
- More Readings 39/48%
- More Interesting Readings 44/54.3%
- More Video Clips and Video Tutorials 24/29.62%
- More Photos and Illustrations 20/24.69%
- More Audio Recordings of the Readings 18/22%
- Other (Please Specify): 0