

ASSESSMENT PROGRESS REPORT Assessment Activities in 2009-2010

A fully integrated program of assessment of the learning environment is **critical to maintaining the high quality of CCC**. The annual reporting of each program's assessment activities provides documentation of the College's commitment to this belief. Please complete this form by documenting those assessment activities, data, and improvements that took place in the 2009-2010 academic years. This form and any attachments **should be returned via email no later than July 14, 2010** to Dr. Steve Chambers (stephen.chambers@coconino.edu).

Assistance in completing this report can be obtained by visiting the CCC website at <http://www.coconino.edu/instres/>.

Thank you so much for your continued commitment to excellence.

***Items filled in for departments based on previous year's report. Review, revise and update where needed.**

*** TODAY'S DATE:** 8/13/10

*** DEPARTMENT:** Tutoring Services (LEC)

***SUBMITTED ON BEHALF OF DEPARTMENT BY:**
Chris Black

***EMAIL OF SUBMITTOR:**
Chris.Black@coconino.edu

***LAST ASSESSMENT PLAN/ PROGRESS REPORT ON FILE:**
This is the first time the LEC has been asked to do this.

I. OBJECTIVES:

* The measurable objectives for this department from last year's report are listed below. Please revise and update as needed. (How does your department positively affect students and the college's learning environment?)

Have the objectives been modified since the last submission? ☐ Yes ☐ No ☒ N/A

	OBJECTIVES:
1.	Provide and maintain services to increase student success.
2.	Provide and maintain services that increase retention.
3.	The LEC is involved at the ground level with the Colleges "early alert program" to make sure student know that they have resources to improve their chances at success.

	LEC Coordinator meets with "SAP" students and discusses the services available to them to be successful in their academic goals.			
II. ASSESSMENT INSTRUMENTS :				
<p>*Please review instruments below that were reported last year and update as needed. Where possible, list and attach a sample copy of the instruments that were used to assess each objective. At least one direct and one indirect method should be used. Indicate whether the methods used are formative or summative in nature. Please update the description of processes used in the most recent year <i>Attach a sample of the instruments and rubrics used.</i></p>				
Have the instruments been modified since the last submission? ____ Yes x ____ No ____ N/A				
	Review and Revise as Needed		Update for 2009-10	
	Instrument	Objective(s) Measured (#)	Description of Process (who, what, when, how and benchmarks)	Instrument and Rubric Attached (✓)
1.	Sign-in data	LEC foot traffic	1) LEC sign-in data to track student foot traffic / overall student usage of the LEC / Library services. This is a self identifying process by students. 5055 students self identified at the sign in computer for LEC and related services. 2) Learning Assistance logs are used to track students that we provide direct assistance to. LEC staff met and assisted 3416 students during the past year in subjects such as mathematics, English, American Sign Language and accounting.	x
2.	Learning Assistants logs	Who we worked with		x
3.	Staff make-up	Professional and peer		x
4.	Student Services Survey		3) Staff make-up, in FY 09-10 we had 18 staff total. Out of that, 9 had at least a Bachelors' degree. The remaining 9 staff members were all in the process of seeking their undergraduate degrees. 4) Student Services survey results. The LEC was rated in the 08-09 student services survey at 67% for very satisfied / satisfied and 66% for very important / important. 5) LEC / Library/Student Computer lab spring survey was not done during fiscal year 09-10 due to elimination of positions because of budgetary concerns and a reorganization of divisions at the College	x
5.	LEC / Library/Student Computer lab spring survey			

III. SUMMARY OF COLLECTED DATA:

The information shown below summarizes the data and results collected last year. In the blank space below last year's data summary, update the data summary for the most recent year, including collected quantitative/qualitative data for each instrument listed above in a summarized form. This should, for example, include: the number of items/students assessed, comparisons from current year to previous years, and how current levels correspond to pre-set benchmark levels. If data are not available, please indicate why and when they will be available.

Reported 2008-09

	Instrument	Data
1.		
2.		

Update data summary for 2009-10 below

	Instrument	Data
1.	LEC Sign-in computer data	5055 students self identified as users of LEC services such as, Learning Assistance in a variety of subjects, participated in study groups formed in class, and accessed the LEC online workshops ranging from Study skills, research, APA/MLA documentation styles and Math anxiety. Because this is the first time we have done this assessment this data will become our baseline data for future assessment.
2.	Learning Assistants Log sheets	Learning Assistants worked with 3416 students during the fiscal year 09-10. This represents 664 unduplicated students accessing services from the LEC. See attachment for the breakdown of the data.
3.	Staff make-up	Staff make-up, in FY 09-10 we had 18 staff total. Out of that, 9 had at least a Bachelors' degree. The remaining 9 staff members were all in the process of seeking their undergraduate degrees.
4.	Student Services survey	We only see the results of this survey. The data is collected and housed by the office of Institutional Research.
5.	LEC / Library/Student Computer lab spring survey	Data is not available from 09-10 due to reorganization of LES department and Student Affairs Division. Data will be available when we do this survey in year 10-11.

IV a. DATA INTERPRETATION/CONCLUSIONS

How does the unit interpret the data generated by the assessment methods currently in place with regard to meeting the listed objectives? If so, based upon what evidence? What conclusions were reached based on the data collected?

Reported 2008-09**Update data for 2009-10 below.**

In the past, the data was periodically run through a packaged statistical analysis to compare LEC users to non-users to determine if there was a statistical correlation that showed an increase in classroom success for users of the LEC services. This has not been done this past year due to the reorganization of the LES department. Past trends indicated that LEC services did make a difference in classroom success and aided in retention of students.

IV b. What changes or revisions were made based on the data collected?**Reported 2008-09****Update data for 2009-10 below.**

We added a math learning assistant position from Basic Grant funds by reducing the total hours of services from both the Accounting/ business learning assistant and from the Biology / Chemistry learning assistant position. This was done based on usage of the accounting/business assistant and the usage of the biology /chemistry assistant. This change incurred no new costs; in fact, we had a slight reduction in funds needed for all these positions.

V. IMPROVEMENTS

How have data been used to improve the program? Please make explicit the connection between assessment findings obtained and changes made to improve CCC's learning environment.

Reported 2008-09 (below). Please check for our accuracy of reported improvements, clarify or elaborate on last year's reported improvements, and add improvements made in 2008-09.

	Data Obtained	Improvement
1.		
2.		
3.		
Update data for 2009-10 below.		
	Data Obtained	Improvement

1.	Sign-in and assistants log sheet data	We added a math learning assistant position from Basic Grant funds by reducing the total hours of services from both the Accounting/ business learning assistant and from the Biology / Chemistry learning assistant position. This was done based on usage of the accounting/business assistant and the usage of the biology /chemistry assistant. This change incurred no new costs; in fact we had a slight reduction in funds needed for all these positions.
2.		
3.		
VI. ROLES & COMMUNICATION <p>Did faculty, students, and/or external constituents receive summaries of the findings generated by the assessment program? Are assessment findings regarding improvements shared and discussed on any set schedule? With whom? Please indicate with whom findings will be shared in the coming year.</p> <p>Findings have been informally shared with staff and students during the year at meetings or during conversations. No there is no set schedule to discuss the findings.</p>		
VII. BUDGET IMPLICATIONS <p>Indicate what expenses will be incurred due to your curriculum changes and improvement methods in the coming year. What resources are needed to strengthen your program assessment?</p> <p>Currently there are no budget implications for the coming year. Those being said as curriculums change and as enrollments increase their maybe a need to add staffing to the LEC.</p> <p>To strengthen LEC assessment, we are in need of staffing assistance to stay on top of our assessment instruments. We lost staffing assistance in this area during the reorganization of the LES department and Student Affairs Division.</p>		