Year-End Report

2013-2014

Department: Learning Assistance

Document Prepared By:
Department Information

Annual Updates

Review & Documentation:

Internal collaborations & partnerships
[Describe any existing internal collaborations and partnerships, in which the department (or programs within the department) is engaged. Please identify any needs this department has for support from other departments within the college.]

External collaborations and partnerships
[Describe any existing external collaborations and partnerships, in which the department (or programs within the department) is engaged.]

Names of programs and services offered within the Department
[List the names of the programs and services offered in the department.]

Number of students served by the department and program(s)
[List Four-Year trend of number of students served in the department]

Department Outcomes & Indicators - 4-Year Trends (data that used to measure success)
[List outcomes and indicators and data trends, if available]

Faculty & Staff

Faculty/Staff Professional Development & Awards

Review & Documentation:

Current Year Professional Development Activities
[Professional development in which faculty and staff participated this year. Identify those that are specifically related to program development or improvement.]

Faculty & Staff Development for Upcoming Year
[Please identify any department specific faculty/staff professional development to which you would like those within the department to have access in the upcoming academic year.]

Faculty & Staff Accomplishments/Awards
[Documentation of the faculty and staff accomplishments, awards, innovations and presentations, including the name, date, and location related to conference presentations.]
For work associated with Perkins programs, please indicate how the accomplishments, awards, and presentations are associated with the programs within the department]
**Assessment of Student Learning**

*Learning Assistance*

Program Outcomes:
1. Students will develop clear academic goals.
2. Students will accomplish their academic goals.

<table>
<thead>
<tr>
<th>Program Learning Outcomes</th>
<th>ILO</th>
<th>Measure</th>
<th>Findings/ Improvements/Impact</th>
<th>Status, Fall 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will understand the expectations of the courses or the programs for which they seek assistance and develop their own academic goals.</td>
<td>Personal Responsibility skills</td>
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<tr>
<td>Students will achieve their goals for the courses or the programs for which they seek assistance.</td>
<td>Personal Responsibility, Critical Thinking, Communication Skills</td>
<td>Selected two courses from each subject area and compared the course GPAs for those who use tutoring to those who do not. Surveyed students on effectiveness of tutoring services.</td>
<td></td>
<td>Collected Initial data</td>
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<tr>
<td>Students will have confidence and be self-sufficient to achieve their goals</td>
<td>Personal Responsibility Skills</td>
<td>Selected two courses from each subject area and compared the course GPAs for those who use tutoring to those who do not. Surveyed students on effectiveness of</td>
<td></td>
<td>Collected Initial data</td>
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<tr>
<td></td>
<td></td>
<td>tutoring services.</td>
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<tr>
<td>Action Needed?</td>
<td>Brief Action Statement</td>
<td>Resources Needed</td>
<td>Academic Year for Work</td>
<td></td>
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<tr>
<td>----------------</td>
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<tr>
<td>YES</td>
<td>NO</td>
<td></td>
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</tbody>
</table>

**DEPARTMENT**

Internal Collaborations & Partnerships  
- X  

- We are currently going through structural changes due to departure of director. Clear vision and leadership will be needed to minimize confusion that can result from all the changes.

External Collaborations & Partnerships  
- X  

- Continue to strengthen partnerships for Simulation work in health area  
- Continue to collaborate closely with KISD staff in order to help area high school students to transition smoothly to post-secondary education.

**FACULTY/STAFF**

Faculty/Staff professional development  
- X  

- Increase professional development opportunities to stay current in the field.  
- More specific training for ADA compliance in order for our resources to be accessible to students with disabilities.
<table>
<thead>
<tr>
<th>MISSION/PURPOSE (Department &amp; Program)</th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Mission/Purpose</td>
<td>X</td>
<td></td>
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</tbody>
</table>

| Target Audience | X | • We are evaluating who (which courses) should have access to appointment peer tutoring | 2013-2014 |

| Service Eligibility Requirements | X | • We are developing a method by which we screen students more carefully so that the appointment-based tutoring support is being provided to those students who are also holding themselves accountable. | 2013-2014 |

<table>
<thead>
<tr>
<th>DATA</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Student Enrollment (# students served)</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department Outcomes</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Department Indicators</td>
<td>X</td>
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</table>
### Program Structure

- As mentioned above, we are going through significant changes.
- We are also re-designing the way we offer apt-based peer tutoring and the way these peer tutors are supervised.

### Alignment with External Standards

- Even though the survey results indicate that tutoring has positive impact on students’ confidence, it is difficult to draw any conclusion for future actions.

### Program Outcomes

- Even though the survey results indicate that tutoring has positive impact on students’ confidence, it is difficult to draw any conclusion for future actions.
- We may need to come up with a different learning outcome or find out other ways to measure the outcomes.

### Program Learning Outcomes

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- We may need to come up with a different learning outcome or find out other ways to measure the outcomes.

### ILOs

- Preparing students for change

### Assessment of Student Learning

- 2013-2014
<table>
<thead>
<tr>
<th>Identifying Measures for each Program Learning Outcome</th>
<th>X</th>
<th>• See the section for Program Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting out longitudinal data in a meaningful format</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Creating meaningful improvement projects</td>
<td>x</td>
<td></td>
</tr>
</tbody>
</table>

**OTHER**

Other:
Other:
Other:
Other: