

# Program Report of Direct Assessments LIBRARY

## San Mateo CCCD

### CAN INSTR - Learning Center

SLOs	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
<p>CAN INSTR - Learning Center - Tutoring Techniques - Tutors will apply either the Direct Technique or the Socratic Questioning Technique when tutoring.</p> <p><b>Planning Years:</b> 2011-2012</p> <p><b>Start Date:</b> 02/01/2012</p> <p><b>SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Tutors are formally evaluated using an observation/feedback form.</p> <p><b>Assessment Method Category:</b> Presentation/Performance</p> <p><b>Success Criterion:</b> 80% of tutors use open-ended questions; repeats questions/answers/has tutee summarize knowledge and/or scaffolds knowledge.</p> <p><b>Related Documents:</b> <a href="#">Tutor Observation_Feedback Form_New.pdf</a></p>	<p>12/04/2012 - 24/26 formally observed tutors successfully applied the proper listening/questioning techniques when tutoring.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p> <p><b>Related Documents:</b> <a href="#">Tutor Observation_Feedback Form_New.pdf</a></p>	
<p>CAN INSTR - Learning Center - Student Awareness - Students will evaluate their tutoring needs and use appropriate tutorial assistance.</p> <p><b>Planning Years:</b> 2012-2013</p> <p><b>Start Date:</b> 07/01/2012</p> <p><b>End Date:</b> 06/30/2013</p> <p><b>SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Student use of the tutoring program's services is tracked on a regular basis in terms of number of tutees, visits per tutee, hours of tutoring, subject usage, etc.</p> <p><b>Assessment Method Category:</b> Use Existing Data</p> <p><b>Success Criterion:</b> Student use of the tutoring program's services gradually trends upward over time</p>	<p>12/20/2012 - The 5-year trend for both total number of students tutored and total tutoring hours is dramatically up, though both declined a bit from Fall 2011 – Fall 2012, which we attribute, at least in part, to the budget-necessitated cessation of Liberal Studies drop-in tutoring.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p>	
<p>CAN INSTR - Learning Center - Tutor Evaluation - After completing Tutor Training, tutors will be able to evaluate how well they have done.</p> <p><b>Planning Years:</b> 2012-2013</p> <p><b>Start Date:</b> 07/01/2012</p> <p><b>End Date:</b></p>	<p><b>Assessment Method:</b> Tutor will receive a passing grade on a required essay reflecting on their tutoring experience.</p> <p><b>Assessment Method Category:</b> Essay</p> <p><b>Success Criterion:</b> Tutor demonstrates awareness of how effective they have been as a tutor and the</p>	<p>12/20/2012 - 80% of the Fall 2012 Tutor Training students satisfactorily completed a Reflection Essay for the course.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p>	

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06/30/2013 <b>SLO Status:</b> Active	extent to which their tutoring experience has brought personal growth or fulfillment.		
CAN INSTR - Learning Center - Tutoring Knowledge - After completing Tutor Training, tutors will be able to utilize those aspects of the Tutoring Cycle that best fit the student's needs. <b>Planning Years:</b> 2011-2012 <b>Start Date:</b> 05/18/2012 <b>SLO Status:</b> Inactive	<b>Assessment Method:</b> At the end of tutor training, students write a reflection paper on what they have learned, and how they have applied it to tutoring. <b>Assessment Method Category:</b> Essay <b>Success Criterion:</b> 80% will be able to go through the Tutor cycle properly.	12/04/2012 - 95% of all tutors were able to successfully translate the information from the course and apply it during their tutoring sessions. <b>Result Type:</b> Criterion met <b>Reporting Cycle:</b> 2012 - 2013 <b>Related Documents:</b> <a href="#">Joanna Peet.docx</a> <a href="#">Jenny Eastman.docx</a>	
	<b>Assessment Method:</b> An excel spreadsheet is done each semester containing all the required data for assessing the impact. A student survey needs to be developed to get the cognitive feedback from tutees. <b>Assessment Method Category:</b> Use Existing Data <b>Success Criterion:</b> 50% percent respond back on the tutoring survey.		
		12/17/2010 - For S '10, 74% of all students who attended tutoring were successful in their course. For F '10, 68% of all students who attended tutoring were successful in their course. <b>Result Type:</b> Criterion met <b>Reporting Cycle:</b> 2010 - 2011	
CAN INSTR - Learning Center - Orientation Knowledge - After attending a Learning Center orientation, students will be able to list at least four things they can do in the Center.	<b>Assessment Method:</b> After the orientation, students will complete an Orientation Feedback form. On it, they must indicate the various courses they are in, which will let us know if we're getting a		

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<p><b>Planning Years:</b> 2010-2011</p> <p><b>Start Date:</b> 09/01/2010</p> <p><b>SLO Status:</b> Inactive</p>	<p>good sampling of the college. They must also list four things they can receive in the Center.</p> <p><b>Assessment Method Category:</b> Other</p> <p><b>Success Criterion:</b> 75% of students will be able to list four things they can receive or do in the Learning Center.</p> <p><b>Related Documents:</b> <a href="#">LearningCenterOrientation.pptx</a> <a href="#">Feedback Form.docx</a></p>		
<p>CAN INSTR - Learning Center - LC Services knowledge - Derive the depth of knowledge that students have concerning the services provided in the Learning Center.</p> <p><b>SLO Status:</b> Inactive</p>	<p><b>Assessment Method:</b> 1. Pre-test: Describe the following open ended question: Describe these areas in the Learning Center: Tutoring, Computer Usage, Information Desk, Math Lab, Workshops. 2. Post-test same as pre-test.</p> <p><b>Assessment Method Category:</b> Pre and post testing</p> <p><b>Success Criterion:</b> Variable</p> <p><b>Related Documents:</b> <a href="#">Learning Center 09.docx</a></p>	<p>08/16/2010 - The Learning Center lost several staff members in 2009. Due to this, we did not do a pre and post survey of students.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2009 - 2010</p>	<p>08/16/2010 - We will change this SLO as well to one that we are more realistically able to complete.</p> <hr/>
<p>CAN INSTR - Learning Center - Hours &amp; success - What is the relationship between the number of hours spent in the Learning Center and student success?</p> <p><b>SLO Status:</b> Inactive</p>	<p><b>Assessment Method:</b> 1. Count the number of hours a student has logged in to SARS.</p>	<p>08/16/2010 - Unfortunately, we found that to determine success and retention, we would have to individually check Banner because it is not set up to automatically get this data.</p> <p>Without adequate manpower, we could not complete the assessment of this SLO.</p>	<p>08/16/2010 - Change the SLO to one more doable.</p> <hr/>

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	<p>1. Count the number of hours a student has logged in to SARS.</p> <p>2. Compare the hours reported through SARS to success and retention provided by BANNER.</p> <p><b>Assessment Method Category:</b> Other</p> <p><b>Success Criterion:</b></p> <ol style="list-style-type: none"> <li>1. Success is A, B, C in the course</li> <li>2. Success further defined as 16 hours and above plus some ratio we further define.</li> <li>3. Retention is completion the course</li> </ol> <p><b>Related Documents:</b> <a href="#">Learning Center 09.docx</a></p>	<p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2009 - 2010</p>	