

University of La Verne

Program Review

Learning Enhancement Center

June 15, 2009

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Executive Summary

The University of La Verne Learning Enhancement Center is a College Reading and Learning Association (CRLA) certified learning center that serves as an academic resource to both students and faculty throughout the academic year and summer months. The department strives to fulfill its mission of preparing students to become lifelong learners by offering peer tutoring, workshops, testing services, a computer lab, and a group study space.

Within the next three years, the LEC will continue to improve the quality, effectiveness and accessibility of services offered through the realization of the following goals:

- Expand promotional efforts of LEC programs and services;
- Meet the needs of an evolving population;
- Expand the use of online and other technologies to enhance learning;
- Generate resources for funding; and
- Serve as an asset in the improvement of graduation and retention rates.

In an effort to assess the department's services currently offered and to determine future actions, several assessment procedures were employed: student and faculty surveys, tutoring statistics, College Senior Survey results, and an analysis of grade point averages and retention rates of Fall 2004 first-time freshmen. The results of these assessments indicated that the LEC has been successful in its efforts to serve as a resource to its current target market. Students currently served agree that the department's tutors are knowledgeable and that the services offered are helpful. A significant percentage of the faculty members surveyed have also confirmed that student utilization of LEC services has resulted in improvement in student's academic performances in their courses. Furthermore, the assessment of Fall 2004 first-time freshmen support the department's premise that the services offered by the LEC are instrumental in retention efforts.

The results of several assessments identified a need for the department to increase promotional efforts and to shift the focus of promotion efforts for faculty members to clarification and breadth of services. Surveys also identified a potential target market that includes RCA/off-campus and adult students who are in need of the services offered and have suggested non-traditional channels for making services more widely available. Additionally, the results of the Fall 2004 first year freshmen assessment contradicted the department's assumption that utilizing LEC services will result in higher grade point averages and supported the hypothesis that students that utilize LEC services have higher persistence rates.

Over the next three years the LEC will collaborate with other departments on campus to promote LEC services, key developments in the department, accomplishments and activities. The department will continue to create professional relationships with individuals at similar institutions to learn and share common practices and successful strategies. In an effort to more effectively use available technologies, working relationships will be built with the Center for Teaching and Learning and with the Office of Information Technology. Also, efforts to improve graduation and retention rates will include: refining the tutor training program, reorganizing the College Preview program and more closely monitoring the progress of First Year Resource Program Students (FYRP).

The resources at the department's disposal are sufficient for the LEC to continue to provide services to the current population served. The department's online.tutoring@laverne.edu email account is the platform for online tutoring and the computer terminals and groups study areas are sufficient for face-to-face tutoring. The Mac and PC computer lab is equipped with

Microsoft office, Internet applications, SPSS, Intelligent Math Tutor software and the capacity to print. As the department reaches outlined goals, the need for additional staff to facilitate the virtual aspect of the LEC and to advise FYRP students will arise. Additionally, an increase in tutoring will lead to a need for additional space and a larger tutoring student wages budget.

I. Department Vision and Mission Statements

Vision

The Learning Enhancement Center (LEC) at the University of La Verne will serve as a significant and widely used resource for all University of La Verne students, on both its main campus and regional campus sites. The LEC intends to be the “go to” department for students in need of academic support and guidance, utilizing various technological platforms, the aid of other departments on campus, and the services of well-trained tutors. The various programs and workshops offered by the LEC will serve to empower and assist students in the realization of a successful academic career at the University of La Verne. While the LEC works on behalf of all students, its services will be especially valuable for First Year Resource Program students whom LEC staff members advise.

Mission

It is the mission of the Learning Enhancement Center to help all La Verne students become self-sufficient and lifelong learners by providing them with the opportunity to refine papers, clarify concepts, further understand theories, receive supplemental instruction from their peers, and participate in LEC-sponsored academic workshops. LEC staff advisors will proactively support students in the First Year Resource Program to successfully reach their academic goals at La Verne. The LEC will serve as an environment in which students are comfortable and not threatened, and where they are encouraged to lower their stress levels, improve their self-efficacy, and reach their academic potential.

II. Program or Department Goals and Objectives

Goal 1: Expand promotional efforts of LEC programs and services.

Objectives

- 1.1. Incoming students and their parents will be aware of the close personal attention and services offered by the LEC, and the potential effect utilization of such services could have on the academic experience and the student's efforts to achieve his or her academic goals.
- 1.2. All CAPA and RCA students will be aware of services offered and various options for utilizing these services.
- 1.3. Professors and students on main campus will be more aware of the services offered by the LEC and how they can supplement the classroom learning experience.

Goal 2: Meet the needs of an evolving student population.

Objectives

- 2.1. The LEC will experience increased utilization of services and programs, serving at least 30% of the traditional undergraduate population, 10% of the graduate population, 10% of the CAPA population and 5% of the RCA population.
- 2.2. Students who utilize the tutoring services of the LEC will rate the services as satisfactory or better.
- 2.3. Students from regional and online campuses will receive support comparable to that received by students on main campus.

Goal 3: Expand the use of online and other technologies to enhance learning.

Objectives

- 3.1. The Learning Enhancement Center will implement technology and other resources to improve data collection of student use of LEC services and student, faculty, and staff feedback on the quality of these services.
- 3.2. Discover additional platforms to enable RCA students to benefit from LEC services and augment the percentage of RCA students served from 1.5% to 20%.
- 3.3. Increase the use of computer applications to reduce the department's paper trail and more closely align with the values of the university as a whole and the endeavor to *reduce the institution's ecological footprint and expenditures* (University of La Verne Strategic Goal #7, Strategic Objective #5).
- 3.4. Introduce online foreign language tests for placement testing in Summer 2010.

Goal 4: Generate resources for funding

Objectives

- 4.1. Secure funding for the College Preview Program 2010.
- 4.2. Secure funding for expansion efforts for First Year Resource Program (FYRP).

Goals 5: Serve as an asset in the improvement of graduation and retention rates.

Objectives

- 5.1. The Learning Enhancement Center will help to retain First Year Resource Program advisees by facilitating their retention and academic integration at the University of La Verne
- 5.2. Students who use the services of the LEC on a regular basis will be more likely to return to the University of La Verne the following semester and graduate within 6 years, than students who do not utilize tutoring services.
- 5.3. Students using the tutoring services of the LEC on a regular basis will further develop the ability to learn independently.
- 5.4. Expand the Summer bridge College Preview program to 60 students by 2011
- 5.5. Students who use the LEC on a regular basis will be more likely to be in good academic standing than students not utilizing the tutoring services.

III. Description of Program/Department Capacity

The Learning Enhancement Center serves as an academic resource to both the students and faculty at the University of La Verne. During the academic year, it is open seven days a week as a place for students to receive peer tutoring, use LEC computers, or engage in individual and/or group studying.

Prior to June 2009, the Learning Enhancement Center was located in the Student Resource Building. There, the LEC conducted face-to-face tutoring and maintained a computer lab in the same space (approximately 700 square feet). Tutors also used two additional tutoring rooms (totaling approximately 200 square feet). The Director and Assistant Director offices were 144 square feet and 75 square feet respectively.

In 2007, as a result of a Title 5 Grant, the main tutoring and computer lab were renovated with new computers and computer desks, tutor tables, as well as 7 new computers and a printer dedicated to Title 5 student use. Although these renovations resulted in a more attractive space, the size remained the same, and as both individual and large group tutoring needs increased, space limitations continued to be a challenge (see Program Review Updates, p. 28).

Peer Tutoring

The University of La Verne offers tutoring assistance in the following general subjects:

- Accounting
- Behavioral Sciences (Psychology, Sociology, Behavioral Science Statistics)
- Business (Economics, Finance)
- Foreign Languages (French, German, Spanish, Japanese)
- Math (Math Workshop, Math 102 and 104, Business Statistics)
- Music (Guitar, Piano)
- Science (Biology, Chemistry, Physics)
- Writing (assistance with writing projects across the curriculum)

The LEC employs 22 to 29 peer tutors each academic year who are students recommended by faculty in their chosen discipline; they must have an overall grade point of at least 3.0 and a letter grade of B or higher in courses they tutor. These tutors have tutored an average of 557 students per year over the past five school years (from 2003 until 2008). ULV students are able to receive up to three hours of tutoring per subject per week (see Appendix A).

Face-to-face tutoring: Tutoring is offered for the general subjects listed above and additional subjects as requested. The most popular subjects are writing (41.5% of tutoring appointments from 2006 until 2008) and math (27.25% of tutoring appointments from 2006 until 2008). Face-to-face tutoring appointments must be scheduled 24 hours in advance and are recorded in the department's Accutrack database. LEC peer tutors have tutored an average of 2643.6 hours per year from 2003 until 2008 (see Appendix A).

Online tutoring: The LEC offers online tutoring in writing for students in online courses, those at regional La Verne campus sites (known as RCA students), and CAPA students (undergraduate students over the age of 25 years) who are unable to come to the Learning Enhancement Center for face-to-face tutoring. Once students have scheduled their appointments, they are instructed to email their papers to the LEC by 8:00am on the morning of their

appointment. Online tutors read the papers and return them via email with suggestions and comments within 24 hours of the scheduled appointment time.

Drop-in Tutoring: In addition to scheduled tutoring sessions, the LEC offers drop-in writing and math tutoring sessions each week (3 two-hour sessions for writing and 2 two-hour sessions for math) to accommodate students who have not arranged a scheduled tutoring appointment.

Tutor Training

The Learning Enhancement Center is CRLA (College Reading and Language Association) certified. The center recruits and trains peer tutors and serves as an instrument to connect students in need with capable tutors to aid them in mastering course subject matter. The average tutor receives 10.15 hours of training in the fall, which includes our extended fall training, and 6 hours of training in the spring.

Monthly Training Meetings: All tutors participate in monthly tutor training sessions throughout the academic year. Tutor training covers a wide range of relevant topics including tutoring protocol, steps of the tutoring process, limits of a tutor's role, learning styles, cultural sensitivity, confidentiality. Training hours combined with tutoring hours qualify peer tutors to progress through the three levels of the College Reading and Learning Association certification process.

Summer Training: Before the start of the fall semester, all tutors participate in a day long Tutor Orientation. In these sessions, experienced tutors are a valuable resource for orienting and training new tutors in their tutoring responsibilities.

Peer Tutoring Techniques Course: In the fall semester, all new tutors participate in a one credit, General Studies course (GNST 230: Peer Tutoring Techniques), which meets every other Wednesday. As part of this course, tutors are required to:

- Write a once-a-week journal entry
- Write a one page summary of an observation of a tutoring session
- Write a 3-5 page paper discussion their own tutoring style
- Present one of the required readings to the class

Tutor Observation Feedback: An additional, valuable aspect of the training process is tutor evaluations completed by the Director and Assistant Director. Tutors are observed during a tutoring session and assessed on their ability to explain concepts clearly, remain sensitive to each student's individual approach to learning, demonstrate enthusiasm and interest, and follow through with administrative processes. After the tutors have finished their sessions, they will meet with the Director or Assistant Director, and receive feedback on the session and suggestions for future sessions. These observations take place during the sixth or seventh week of the semester in order to give tutors time to develop their tutoring styles and subsequent time to implement suggestions (see Program Review Updates, p. 28).

Supplemental Instruction

LEC tutors oversee Supplemental Instruction (SI) sessions in Math 102 and Math 172 courses. Supplemental Instruction consists of once-a-week sessions to review, practice, and clarify coursework. All students in Math 172 are required to sign up for SI sessions (Labs).

Students in the First Year Resource Program enrolled in Math 102 (Intermediate Algebra) are strongly encouraged to enroll in an SI section of Math 102 (see Program Review Updates, p. 29).

FYRP Academic Advising

The Director and Assistant Director of the LEC serve as Advisors to the students in the First Year Resource Program (FYRP). In Fall 2008, 74 students were admitted into this program designed to give extra academic support for students admitted with identified weaknesses in math and/or writing or with overall academic deficits (see Appendix B). FYRP students are limited to between 12 and 15 credit hours their first semester. LEC advisors monitor their academic progress and are in a good position to recommend and assist in scheduling tutoring and other academic support and guidance they need in order to reach their academic potential.

College Preview

In 2007, the Learning Enhancement Center introduced the College Preview summer program. College Preview is a bridge program for low income, first generation and Title V students entering their first semester at the University of La Verne. College Preview participants attended three Saturday sessions designed to introduce them to university-level academic life and ease the transition from high school or junior college to a four-year university.

The first year this program was offered, the curriculum consisted of mock classes in Philosophy, Math and Writing, a panel discussion with La Verne staff, a ULV student panel, a guest day to review academic procedures, and a technology overview (including campus labs, technical requirements, webmail, Blackboard, available technology, workshops, and training and electronic research resources). The sessions emphasized academic success and goal setting, time management with tips for getting things done (deadlines and resources), note taking, forming study groups, preparing for graduate school, and working while going to school.

In planning for following years, the LEC responded to surveys taken by the College preview attendees the previous year. Surveys revealed that the sessions offered new information that attendees were curious about and viewed as valuable, and that the program presenters were interesting and gave incoming students a good overview of what to expect the up-coming fall. However, they still had questions on registration, financial aid, graduation requirements, and opportunities for student involvement. On all surveyed aspects of the program, the average score was between 4, agree and 5, strongly agree (see Appendix C).

In 2008, the program consisted of the following new activities: a tour of majors in which the students learned about potential majors, graduation requirements, career options for various majors and how to incorporate one's interests into a desired academic program. The program included a metacognition activity, which encourages students to reflect on and analyze their own thinking processes. It impressed the importance of being cognizant of mental tendencies students have that could make comprehension of material difficult during their academic career. As an incentive to encourage participants to attend sessions, we once again offered school supplies. In addition, due to increases in the price of gas we offered gas cards to students for each session attended (see Program Review Updates, p. 29).

Testing

Placement tests: The Learning Enhancement Center schedules, administers and enters scores into the University database for all required placement exams in Math, English, and Foreign Languages (French, German, and Spanish) for entering freshman and transfer students. LEC staff also enters scores and resulting appropriate course placements on Placement Result Sheets for the use of academic advisors. As part of placement testing, the LEC coordinates with the Math, Writing, and Foreign Language Departments to ensure placement levels accurately reflect the course offerings of these departments. Depending on the size of the entering class and numbers of transferring students, the LEC administers between 300 to 350 placement tests each year.

Writing Challenge Exams: Beginning in 2008, the Writing Department made available Challenge Exams for each level of Writing (WRT106, WRT109, WRT110, and WRT111). These three hour exams give students the option of proving their competence in, and thereby waiving a particular course. In the academic year 2008-09, the LEC administered 50 Challenge Exams.

College of Business Make-Up Exams: Beginning in 2003, the LEC agreed to proctor Make-Up Exams for students in the College of Business. Professors from that College deliver the tests to the LEC, students schedule the testing time, take the make-up test in the LEC testing or interview room, and LEC staff return the tests to the Professor's mailbox in the College of Business. The LEC has not kept records of the numbers of exams it proctors, but a reasonable estimate is 75 to 100 per academic year.

Testing for Students with Learning Disabilities: Students with identified learning disabilities are given legally mandated accommodations to ensure they have the opportunity to succeed in their classes. Most of the tests for these students are proctored in the health center; however, the health center's computer is housed in the Learning Enhancement Center's testing room. When a student's test requires access to this computer it is the LEC's responsibility to proctor the test and assist the individual in using the required software.

Academic Workshops

Each semester, the LEC offers a number of workshops open to all interested students. Topics covered include the following:

- Skills for conducting scholarly research
- Proper APA, AAA and ASA citation and formatting
- Time management
- Senior project presentations for behavior science students
- Computer use skills

Computer Lab and Computer Assistance

In addition to tutoring, the LEC is one of the campus computer labs, with 9 Macintosh and 17 PC computers, a scanner, and printer. Unique to the LEC is our full-time IT specialist,

who is available Monday through Friday to assist students with computer program use (PowerPoint, Excel, Word, SPSS), academic paper format concerns, use of LEC equipment, etc.

Of the 17 PCs, 7 are reserved for Title Five students who also have access to free printing and copying in the LEC (see Program Review Updates, p. 29).

Student Life Involvement

Orientations: As academic advisors, the LEC Director and Assistant Director are present at summer orientation days to assist in advising and related activities on behalf of incoming students.

Student Fairs: The LEC is represented by professional staff and/or student workers at ULV student life and academic fairs. The representatives answer questions about and provide pamphlets and other material to promote the work of the LEC.

Greek Study Spot: Several fraternities and sororities (most notably, Sigma Alpha Epsilon, Phi Sigma Sigma, and Iota Delta) have used the LEC as a study hall for their members. When requested, the LEC has provided sign-in sheets to help the organizations track members' study hours.

Center Supervisor Training

Critical to the Learning Enhancement Center's operation are Federal Work Study students who are employed as Center Supervisors. They are on duty for all LEC hours, serving as the 'face' of the LEC for students and others members of the ULV community who seek either tutoring or general information about LEC services. They schedule tutoring sessions, using the LEC scheduling database, AccuTrack, handle incoming calls, and help work out scheduling problems that may arise.

Monthly training sessions are held for Center Supervisors. These trainings cover such issues as AccuTrack scheduling, customer service, and confidentiality with privileged information. Equally important, such meetings give students and staff the opportunity to discuss and collaborate on solutions to problems that may arise in their work.

Writing Coaching

From 2001 to 2008, the Assistant Director also served as a Writing Specialist. From that time, the Assistant Director assisted many graduate and a lesser number of undergraduate students in the revision process for academic papers and theses.

During the Spring of 2009, the Interim Director (and former Assistant Director) has spent 70 hours working as writing coach with 20 students (6 of whom he saw on a weekly basis).

Staffing and Personnel

The staff of the Learning Enhancement Center currently includes two administrative professionals, a classified worker and 32 student workers (see Appendix D).

The two administrative professionals hold the positions of Director and Assistant Director. The Director reports directly to the Associate Vice President of Academic Support and

Retention. The responsibilities of this position include the coordination of the tutoring program, developing department norms and rules outlining appropriate conduct, coordinating the First Year Resource Program, organizing the Supplemental Instruction program and monitoring student success, and serving as the department's representative in division and university wide decision making bodies.

The Director of the department supervises the Assistant Director. The duties of this position includes managing the administrative details related to operating the center, training the student support staff, coordination of departmental events and assisting the director in the realization of outlined goals and initiatives.

The Director and Assistant Director are responsible for any and all efforts toward the completion of the outlined goals. The demands of these positions allow for efforts to be made toward the expansion of promotional efforts to main campus, CAPA and off-campus students. Regular assessments of the population served by the LEC and the needs of the student body have equipped them to make continuous efforts towards more fully meeting the needs of La Verne students. Meeting the advisory needs of the FYRP population has become increasingly difficult. If this population continues to grow in number, it will become necessary for the department to enlist assistance in properly assessing its needs. Assistance will also be required in the department's efforts to generate additional funding, which would include grant writing assistance and the participation of various community members in LEC programming efforts.

The classified worker holds the position of Instructional Technology Specialist I and reports directly to the Director. This position entails monitoring the department's computer lab, running data reports as needed, maintaining Accutrack, the department's scheduling program, and managing testing, both online and traditional pen and paper tests. Due to the nature of a classified position, the IT Specialist works a maximum of 8 hours per day and 40 hours per week. The department's capacity to reach the previously outlined goal to expand the use of online and other technologies is closely aligned to the IT Specialists availability to complete and/or coordinate the completion of many of the outlined objectives. Help from other departments, more specifically OIT (Office of Information Technology), will be necessary to introduce online foreign language tests by 2010 and to improve the department's capability to more efficiently collect data.

The thirty-two student workers employed by the Learning Enhancement Center fulfill the roles of tutors, supplemental instructors and/or center supervisors. Tutors are current La Verne students who have evidence of mastery of the subjects tutored (as previously detailed), demonstrate the ability to work well with students and explain difficult concepts, and a recommendation by a professor of the subject tutored. Tutors play a vital role in the department's ability to achieve its goals of meeting the needs of an evolving population and in the improvement of graduation and retention rates. While tutors are well trained and capable of providing students with the necessary support, the Learning Enhancement Center's budget limits the amount of tutoring hours offered. The amount budgeted for student worker wages is \$29,000. Due to the fact that the average salary of our tutors is \$9.07 per hour, the LEC can offer only approximately 79.9 hours of tutoring per week for the forty weeks that tutoring is offered during the fall, spring and summer semesters, and January term (see Program Review Update, p. 30).

Supplemental instructors for Math 102 and Math 172, like tutors, have demonstrated a broad understanding of their subject and have been identified as individuals who possess the skills necessary to facilitate group learning. These students are also supervised by the Director

and are responsible for assisting students in comprehending difficult subject matter, seeking out and identifying key concepts, and developing strategies to retain knowledge acquired. Supplemental instructors play a significant role in the department's efforts to achieve its goal of positively effecting graduation and retention rates, especially among First Year Resource Program students and other students in developmental learning courses (i.e. Intermediate Algebra).

Center Supervisors are federal work study student workers. These students are supervised by the Assistant Director and are selected based on their demonstrated ability to perform administrative tasks, and provide excellent customer service to their peers. These student workers are instrumental in the department's efforts to achieve all departmental goals. Wages for these workers are not drawn from the department's budget and the quantity of federal work study awards being offered has increased; therefore, the LEC is able to fill these positions without added internal expense.

Departmental Resources

The Learning Enhancement Center has several resources at its disposal. These resources include a computer lab equipped with Microsoft Office 2007, SPSS, Firefox and Internet Explorer, the department's scheduling program, Accutrack, on staff computers and Intelligent Math Tutor software installed on the computers reserved for Title V student use. The department utilizes the University's Blackboard system in training tutors. Available for use by students are several textbooks, standardized test study guides and writing guides. Many of the textbooks housed in the Learning Enhancement Center are those used in General Education classes and may be borrowed for student use in the LEC during the department's hours of operation.

Department Workspace and Equipment

There are a total of 27 computers in the LEC student computer lab: 9 Title V PCs, 9 Mac machines, and 9 general lab PCs. Two scanners are available for students; the first is connected to a Mac while the second is connected to a lab PC. A printer for the Macs and lab PCs is available for students to use as well as a machine where students may add funds to their print cards. A separate printer is connected to the Title V PCs to allow free printing for Title V students. A copier and a ViewSonic flat-screen monitor are also available for Title V students.

Two PCs reside on the front desk, an older Dell for tutoring sign-in and a new HP PC for the student workers. The director of the LEC has a PC in his office and the Instructional Technology Specialist has a PC at his desk. Both of these Staff PCs, as well as the student worker PCs, are connected to the department's shared directory. The Assistant Director has a Mac mini that is not connected to the department's shared directory. A laptop is also available for staff and Title V use. This laptop is often used for presentations and training, and is connected to the flat-panel monitor. The LEC has a total of 4 telephones, 24 tables, 44 chairs, 21 cabinets and 2 stands.

The workspace and equipment available in the Student Resource Center is sufficient to serve the population that the department currently serves; however, any successful efforts to increase patronage of the services offered by the department could result in space related issues. Often, during peak periods in the LEC (i.e. the weeks before midterms and finals), students are

forced to find another location to hold group study sessions due to the fact that tutors and the students that they are tutoring tend to occupy both the study area and computer stations. A larger space that would simultaneously accommodate student study groups, individuals on the computers, tutoring sessions and make-up tests would enable the department to operate more efficiently and become a greater resource for La Verne students (see Program Review Updates, p. 30).

Departmental Budget

The budget, much like many of the other aspects of the LEC, is sufficient to continue serving the population it currently serves; however, if the center is to continue to grow, additional funds are needed in both Non-Compensation, and Compensation and Benefits. If the department had outlined objective 2.1 in 2007 and reached this objective during the 2007-2008 academic year, 505 traditional, 153 graduate, 70 CAPA and 173 RCA/off campus students would have been served by the department during the 2007-2008 academic year. In 2007-2008 the average appointment time was .95 hours and students attended an average of 4 face-to-face appointments that year. The student wages budget, from which face-to-face, drop-in, and online tutors and supplemental instructors are paid, would need to be increased by \$2,054 to \$31,053 in order to cover the wages of face-to-face tutors alone (see Appendix F).

Most of the departments advertising and marketing efforts are funded through the supplies budget. Every two years the department purchases promotional stress balls totaling approximately \$740, which have proved popular both among students and faculty. The department purchases promotional pens and pencils yearly for \$391 and Scantron sheets for placement testing, which cost \$113 annually.

Funds from the printing and duplication budget pay for daily printing needs, the printing of invitations to various programs, and the design and printing of promotional brochures. The postage, UPS and shipping budget cover daily postage needs and the cost of occasional mailings for events. Because the department has started to take steps toward the goal of reducing its paper trail, mass mailings should no longer strain the LEC's budget as it did in 2006. Based on previous years and current initiatives, the aforementioned budget line items adequately meet the needs of the department.

The seminars budget is sufficient to cover the fees associated with attending the annual Mt Sac Developmental Education conference and CRLA conferences. However, the travel and transportation, and lodging budget did not prove sufficient in 2006. In addition, the Meals, Catering and Entertainment budget, which is used for all meals including departmental meetings, was insufficient in 2005 and 2006 (see Program Review Updates, p. 31).

IV. Effectiveness Indicators

Faculty Surveys

A survey was emailed to regular, adjunct and regional campus professors. The purpose of this survey was to assess the needs of the La Verne population from the faculty members' perspective. In addition, the department attempted to determine faculty perceptions of the nature of the service offered by the LEC. Ninety-eight faculty members completed the survey.

Student Body Surveys

An electronic and a paper version of a survey was distributed to all La Verne students. With this survey the department sought to determine frequency of use of LEC services by La Verne students, assess its accessibility to students, the academic results of utilizing LEC services, and identify areas in which the department could improve services offered. One hundred and thirty-three students completed the survey.

LEC users vs. non-LEC users

The department analyzed data detailing the semester grade point averages of first year freshmen that began attending the University of La Verne during the fall semester of 2004. This data was used to calculate this cohort's cumulative GPA and to compare the cumulative GPAs of students who had scheduled a tutoring appointment with the LEC to the GPAs of those who had not. The retention rate of this group of students was determined and special attention was paid to the critical period between the fourth and fifth term. This data was also used to ascertain the four-year graduation rate of this group of students. Six-year graduation rates will be considered in future assessments.

Tutor statistics

The Learning Enhancement Center's primary service is tutoring. Each year the department compiles data detailing the average number of tutoring sessions per student, the demographic information of tutees, and a comparison of tutoring hours offered and actual tutoring hours. This information serves to identify the portions of the population that the department has served well and the aspects of the population that are not utilizing the department's services.

The College Senior Survey

Upon graduating from the University of La Verne, seniors are requested to complete a survey evaluating their undergraduate experience. One of the questions in this survey is "How many times have you used services available through the University of La Verne Learning Enhancement Center (such as tutoring, writing, language skills, workshops, etc.)?" Two hundred and thirty-seven students participated in this survey.

V. Findings

Goal 1: Expand promotional efforts of LEC programs and services.

In 2007, 237 La Verne seniors completed the College Senior Survey. Of those surveyed, 54% had never used LEC services (see Appendix G). Eight of the twenty-four off-campus students that completed the Learning Enhancement Center's student body survey stated that they were unable to comment on LEC services because the department's services are not offered to and available for use by off-campus students (see Appendix H). In the comments section of this survey, an MBA student from a regional campus commented, "I wish I would have known about it sooner."

Of the thirty-one professors who left comments identifying areas of the LEC that are in need of improvement, three identified the need for increased advertising and promotional efforts. While 75.5% of faculty members surveyed have referred students to the LEC, a new part-time faculty member and an adjunct faculty member who has taught La Verne off-campus courses for 6 to 10 years were unaware of the existence of the LEC, a full-time professor who has taught on the main campus for over 16 years was unaware that the department offered tutoring and Several faculty members were unaware that the LEC provided one or another service (see Appendix I).

Additional assessment is required to determine an appropriate course of action for the department. The results of the surveys have led to the following questions:

- Are students and professors aware of the LEC's existence?
- Are students and professors aware of the various services offered by the LEC?
- Are students unknowingly using LEC services (workshops, computer lab, etc.)?
- How should the department go about advertising its services?

The results of the faculty survey suggests that the LEC has been successful in its efforts to make faculty members aware of the department's function as a resource to students and faculty and that continued efforts should also be focused on making faculty members aware of the variety of services offered by the LEC. The fact that 26.3% of faculty members surveyed and 52% of the students surveyed expect tutors to edit papers, which is in direct conflict with the department's mission and vision statements, identifies a challenge for the department in conveying more accurately the nature of services offered. Additionally, survey results highlighted the need for additional promotion to students, especially to off-campus students.

Goal 2: Meet the needs of an evolving student population.

Student satisfaction surveys were distributed to La Verne students that scheduled tutoring appointments with LEC tutors services during the 2005-2006 academic year and during the 2007-2008 academic year. The mean average of student responses to the statements that the tutoring session was helpful and that the student would recommend the tutor to other students were 1.395 and 1.355 respectively during the 2005-2006 academic year and 1.72 and 1.71 respectively during the 2007-2008 academic year. The surveys utilized a likert scale. One

indicates that a student strongly agreed with the statement and a score of 5 that the student strongly disagreed with the statement (see Appendix J-K).

The result of the supplemental question about the use of the LEC on the College Student Survey (CSS) of seniors indicates that 61% of main campus traditional age students and 40% of traditional age transfers have received academic assistance from the Learning Enhancement Center anywhere from 1 to 10 times but mostly between 4 to 6 times. Also, in response to a more general question on the CSS, 72% of main campus traditional age freshmen and 67% of main campus traditional transfer students indicate that they have been satisfied with the tutoring and other academic assistance they have received.

Survey results revealed that a significant percentage of students expect the LEC to offer many of the services that are currently offered including assisting students in refining papers (63%), teaching students how to learn material on their own (40%), teaching students how to format papers (49%), and helping students with the planning and organization of papers (43%). Sixty-one percent of students expect the Learning Enhancement Center tutors to guide them through difficult subject matter and several have comment that LEC tutors are not prepared to assist students with advanced course work (see Appendix H).

When asked to evaluate the accessibility of LEC services, 31% of the students that responded to the LEC's student body survey agreed that services are very accessible and 44% of agreed that services are adequately accessible. Many of the additional comments offered in response to this question addressed the difficulty that off-campus and adult students have in accessing the LEC. Satellite locations, online help and an increase of tutor availability were among the suggestions offered.

The Learning Enhancement Center served 19 (0.49%) of RCA/ off-campus students during the 2005-2006 school year and 5 (0.16%) during the 2007-2008 academic year. While the department served higher percentages of the graduate and CAPA population than the RCA/off-campus students, the department served 24.25% of the traditional population during the 2005-2006 academic school year and 20.93% during the 2007-2008 academic year. During these academic years the traditional student population represented 22% and 23% of population and the RCA/Off Campus Students represented 49% and 47% of the population respectively (see Appendix L).

The LEC offered 245.5 hours of tutoring per week during the spring semester of 2008 with 8 of these hours available in online tutoring. Adequately addressing the need of the La Verne population would required the department to offer additional evening hours and potentially shift a portion of the available face to face tutoring hours to online tutoring hours (see Appendix M). The major concerns raised by faculty regarding services offered by the LEC concern the department's ability to adequately serve the graduate and off-campus population. Faculty members expressed a need for more tutors equipped to assist students with graduate level work and accessibility when graduate students are in need of assistance and traditional undergraduates are on summer break or taking January term classes.

The student satisfaction surveys indicated that a significant percentage of the students surveyed that currently use LEC service are satisfied with the tutoring services received. In the department's efforts to increase student satisfaction with services, continued focus on the quality of tutoring services offered is need and while the department's primary focus has traditionally been on tutoring, the maintenance and availability of LEC computer labs must not be ignored due to the fact that 38%of students surveyed utilize the departments tutoring services and a much

larger percentage, 63% use the department's computer lab (see Appendix H). Additionally, survey results identified a strong desire on behalf of students and faculty to provide services that more directly address the needs of graduate and off-campus students.

Goal 3: Expand the use of online and other technologies to enhance learning.

RCA/ off-campus students have made up an average of 48% of the La Verne student population from fall semester of 2005 through the spring semester of 2008. The Learning Enhancement center served 0.49% of this population during the 2005-2006 academic year, 0.19% in 2006-2007 and 0.16% in 2007-2008 and served 24.25%, 18.74% and 20.93%, respectively, of the much smaller main campus undergraduate population during the same time period (see Appendix L). Student comments in response to Questions 8, 9 and 10 of the Learning Enhancement Center's student body survey detailed a need for additional online appointment times, online advertisement and webinars that would allow the group to experience workshops organized by the department (see Appendix H). During the Spring Semester of 2009, 8 hours of online tutoring was offered per week (see Appendix M).

The Learning Enhancement Center has made steps toward more effectively addressing the needs of the student body with regard to the availability of services through the flexibility that accompanies various technologies. The opinions expressed by those surveyed suggest that the LEC continue its efforts to present more advanced and effective options to students.

Goal 4: Generate resources for funding

Funds are needed to purchase flash drives, print cards and various La Verne products which served as a primary motivating factor for students in their decision to attend college preview in 2007 and 2008. In 2007, 9 out of the 11 attendees and 15 out of 19 attendees in 2008 strongly agreed that the items received were a good incentive to attend all three sessions. In 2007, 10 out of the 11 attendees and all 19 attendees in 2008 strongly agreed they would use the item received (see Appendix C). In 2007, 7 of the 11 attendees and 6 of the 15 attendees strongly agreed that they would have preferred to stay on campus; therefore, in the future, this program will incur the following expenses: residence hall fees, meals, professor stipends, \$30 participant's bag, printing, mailing and student worker expenses.

The First Year Resource program is comprised of students who are in need of extra support in order to successfully complete an academic program. These students make up 14.3% (in 2005) to 19.2% (in 2006) of the incoming class each year. While these students have demonstrated that they have the potential to succeed, they have also demonstrated certain deficiencies. As the cohort progresses toward graduation the weaker students fail to persist and gap between the average GPAs of the separate groups begins to narrow. There was a difference of 0.40 points between the 2004 FYRP and non-FYRP students. Respectively, 60.9 and 62.9% of the population persisted to the spring semester of 2006 and in the spring of 2008 the gap between the GPAs was .16 points (see Appendix B).

The department's hypothesis is that as the cohort moves closer to graduation the weaker students leave the university. If this is a valid assumption, the goal of the LEC is to seek funding for a program that will offer the additional support needed to this group of FYRP students that do not persist. Hopefully, this additional support will not only increase retention rates, but provide

students with the tools needed to learn life skills, grasp subject matter and successfully complete courses earning a GPA of 3.0 and above.

This issue deserves more research and deeper analysis to determine if the department's hypothesis is valid. A more detailed analysis of the 2004 through 2008 cohorts must take place to identify trends in cumulative GPAs, progress towards graduation and retention rate. The academic performances of students who do not persist must also be evaluated paying special attention to the FYRP students. Also a survey must be done to help determine the role of external factors in FYRP student retention efforts.

Goals 5: Serve as an asset in the improvement of graduation and retention rates.

Of the professors who responded to question four of the survey, 12.7 percent always, 34.9 often, and 47.6 percent sometimes noticed improvements in student's academic performances as a result of tutoring (see Appendix I). Of those students that responded to question six of the student body survey, 41% considered tutoring helpful and 37% considered tutoring very helpful in addressing academic needs. In addition, 32% of the students that responded to question seven noticed an improvement in their grades, 28% were better able to learn subject matter independently, and 26% better understood how to format papers and homework assignments (see Appendix H).

The data collected regarding the entrance and term grade point averages of first year freshmen for fall 2004 suggests that the population the Learning Enhancement Center serves is very similar in composition to that of the cohort as a whole. The average entrance GPA of LEC users and non-users is 3.49. LEC users maintain a higher average grade point average than the others in their cohort during their first semester with an average GPA of 3.18 which is .06 points higher than that of others in their cohort. As the cohort continues toward graduation, the LEC non-users begin to earn higher average GPAs than that of LEC users. Upon graduating, non LEC users have an average GPA of 3.21 which is .08 points higher than that of LEC users.

The retention rate of LEC users through the cohort's junior year, fifth term, was much higher than that of non-users at 100% and 76% respectively. Additionally, 71.9% of LEC users graduated in four years while 53.7% of non-users graduated within four years.

This data revealed that 34 students used learning enhancement services for 1 year and a much smaller group of 10 utilized LEC services for three years (see Appendix N). This fact opens the door to several additional questions:

- Are the students that choose not to return to the LEC dissatisfied services received?
- Are students finding that it is no longer necessary to visit the LEC after a certain period of time because they have acquired the skills necessary to learn material independently?
- Are students no longer interested in visiting the LEC because there is a stigma associated with the utilization of service?
- Are the services offered by the LEC addressing the needs of students in upper-division courses?

The difference between the percentage of FYRP and non-FYRP students who persisted to their fifth term jumped from 2% for the Fall 2004 cohort to 16.6% for the Fall 2005 cohort and dropped to 11.2% for the Fall 2006 cohort. The most apparent difference between these cohorts is the widening gap between the FYRP and Non FYRP entrance GPAs (see Appendix B).

Through academic support the department will attempt to narrow the gap between the

persistence rates of FYRP and non-FRYP students. The retention data for 2004 first year freshmen suggests that the services offered by the LEC are instrumental in retention efforts and assists students in their efforts to graduate within four years. However, the cohorts GPA data contradicts the hypothesis that the more appointments scheduled with the LEC the higher a student's GPA will be upon graduation. The fact that the first semester GPAs of LEC users were notably higher than that of non-users would suggest that additional data is required in order to derive a more clear meaning from the data presented. This information includes the number of visits per student per year, the average appointment time, and subjects being tutored.

VI. Action Recommendations

Expand Promotional efforts of the LEC and services.

- Incoming students and their parents will be aware of the close personal attention and services offered by the LEC, and the potential effect utilization of such services could have on the academic experience and the student's efforts to achieve his or her academic goals.
 - Include data regarding graduation rates and average GPAs of students who utilize our services in admission packets.
 - Host an open house during Spotlight on La Verne and Orientation.
- All CAPA and RCA students will be aware of services offered and various options for utilizing these services.
 - Present our services to CAPA students and organize focus groups of CAPA students to ensure that the LEC is meeting the needs of this population and to solicit suggestions for improvements.
 - Visit RCA campuses to promote LEC services and the benefits of using such services.
- Professors and students on main campus will be more aware of the services offered by the LEC and how such services can supplement the classroom learning experience.
 - Take advantage of internal communication strategies to keep all members abreast of key developments, accomplishments and activities.

Meet the needs of an evolving student population.

- Experience increased utilization of services and programs of the LEC serving at least 30% of the traditional undergraduate population, 10% of the graduate population, 10% of the CAPA population and 5% of the RCA population.
 - Form productive partnerships both on campus and with various successful learning centers both locally and nationally
- Students from regional and online campuses will receive support comparable to that received by students on main campus.
 - Consider the cost and benefits of establishing extensions of the LEC at select RCA campuses.
- Students who utilize the tutoring services of the LEC will rate the service as satisfactory or better.
 - In an effort to attract tutors that students in need of assistance know and are comfortable working with, the LEC will recruit new tutors through various student organizations on campus.
 - Infuse LEC tutor training sessions with more CRLA suggested topics and methods in order to equip tutors with the tools needed to guide students through material and master basic concepts preparing students to excel when asked to follow more rigorous courses of study during their time at ULV.
 - Use of various platforms, including blackboard, to training tutors that are unable to attend regularly scheduled training meetings and to make instrumental resources more widely available to all LEC tutors.
 - Identify and support the development needs of our tutors through the use of effective semi-annual performance reviews.

Expand the use of online and other technologies to enhance learning.

- Develop more effective methods for data collection.

- The Learning Enhancement Center will evaluate various options both on and off campus to improve the scope and accuracy of data collected of student, faculty, and staff feedback on the quality of LEC services, including tutoring, drop-in use of computer labs, workshops, and other LEC presentations.
- The Learning Enhancement Center will assess current data collection processes to refine, improve, and increase the collection of data relevant to its services.
- In addition to current technology, Accutrack, used to collect student demographic information, schedule and track tutor appointments and activity usage by subject, the LEC will explore software that will also track lab computer use by student. This will allow the LEC to gather information heretofore unavailable to us, namely, the number and identity of students using computers in the LEC.
- To obtain a more complete record of tutoring hours in the Learning Enhancement Center, the LEC will input and store in a database tutor training hours and tutoring hours for both student tutors and Learning Enhancement Center staff who assist students including both the name of students assisted, and the staff member who is doing the tutoring.
- Discover additional platforms to enable RCA students to benefit from LEC services and augment the percentage of RCA students served from 1.5% to 20%.
 - To better meet the needs of distant learners in University of La Verne regional campuses, the Learning Enhancement Center will refine, improve, and expand its on-line tutoring services.
 - The Learning Enhancement Center will explore the use of newer technologies for on-line tutoring, including the chat functions of Blackboard, and video conferencing for group tutorials.
- Increase the use of computer applications to reduce the department's paper trail and more closely align with the values of the university as a whole and the endeavor to reduce the institution's ecological footprint and expenditures.
 - Most of the forms filled out by students will be transferred to databases and new tutee information will also be entered on these databases diminishing our paper trail by several reams of paper yearly.
 - The Learning Enhancement Center will create a new email address to be used solely for on-line tutoring appointments. The new address will help staff track on-line tutoring usage and also improve the security of Learning Enhancement Center email.
- Introduce online foreign language tests for placement testing in Summer 2010.
 - Research companies that offer online placement tests.
 - Consider working with OIT to put the current tests online.

Generate resources for funding

- Secure funding for the College Preview Program 2010.
 - The program is partially funded by Title Five and the grant ends in 2010.
 - The department will search for additional grants to finance the portion of the program that is currently funded by the Title V Grant which ends in 2010.
- Secure funding for expansion efforts for FYRP.
 - The department plans to resubmit our proposal for the Student Support Services grant. The grant money, if awarded, will assist the department in securing more tutors and finance workshops.

Serve as an asset in the improvement of graduation and retention rates.

- Students who use the LEC on a regular basis will be more likely to be in good academic standing than students not utilizing the tutoring services.
 - Equip students to address many of the issues that may arise at each phase of their four years enrolled at ULV via workshops, advising and tutoring.
 - Increase outreach to students finishing during their first semester and fourth semester.
- Students who use the services of the LEC on a regular basis will be more likely to return to the University of La Verne the following semester, or graduate within 6 years than students who do not utilize tutoring services.
 - More closely monitor the success of students as they complete tutoring and assess the effectiveness of the strategies used in tutoring.
- Students using the tutoring services of the LEC on a regular basis will develop their ability to learn independently.
 - Continue to hire qualified tutors and through training equip them with the skills needed to assist and empower students in their academic endeavors. This will be accomplished through increased encouragement to obtain CRLA certification and a more rich infusion of current student needs into the training curricula.
 - Allow peer tutors to promote the services of the LEC during the first few weeks of class. In doing so, the LEC will inform a larger number of students about LEC services. Additionally, most students will feel more comfortable visiting the LEC if they are reassured that its services are designed to meet their need, and that their peers both use and administer services offered.
- Expand the Summer Bridge Program to 60 students by 2011.
 - Include promotional information for the summer program in the admissions package sent to all potential College preview participants.
 - Consider a residential program to allow the students to experience a bit of the independence that comes with university life and to allow the participants the opportunity to fully benefit from the information provided and the context in which it may be utilized.
 - Expand the scope of the program to include more academic departments on campus providing participants with a broader preview of what awaits in the fall.
 - Include more informational sessions for the parents of participants.
- The Learning Enhancement Center will help to retain First Year Resource Program advisees by facilitating their retention and academic integration at the University of La Verne.
 - The department will initiate a comparison study between our FYRP program and the programs offered at other universities. The focus of this study will be to determine the effectiveness of programs offered in comparison to other programs, to get ideas for future efforts and to identify possibilities for future partnerships with similar programs.
 - The Learning Enhancement Center will provide a learner-centered environment where FYRP advisees will be encouraged to be active participants in the learning process via academic advising. The LEC will deliver effective academic advising, strategic course planning, academic programming, and referrals to facilitate students' academic integration and retention to the University of La Verne.
 - LEC staff and others who advise FYRP students will establish learning outcomes and expectations for us advisors and our advisees, as well as criteria for appropriate course loads and duration as FYRP-classified students.

- The Learning Enhancement Center will explore with Academic Advising creating a list of Advisees for FYRP students who are still Undeclared after their freshman year. Undeclared Advisors, using such services as the Career Development Center, will work with students to assist them choosing a major.
- FYRP advisors will adopt advising syllabus and course plans as ways to articulate learning outcomes and expectations of students and advisor(s).
- The LEC will establish evidence-based programs to determine FYRP advising effectiveness and decision-making using various statistical tools, and student surveys/interviews.
- The LEC will initiate outreach efforts to integrate FYRP students socially and academically from confirmation and throughout program participation.
- The LEC will host an informal get-together of FYRP Academic Advisors and students in the LEC either before or during the first weeks of the Fall Semester. The goals of such gatherings would be increase student comfort level and familiarity with their advisors, and to further acquaint students with LEC services. Also, these gatherings will be an opportunity for students to meet representatives from other areas of ULV, such as Student Services, the Director of Multicultural Affairs, and Career Services.

(See Program Review Updates, p. 32)

VII. Action Plans

Fall 2009

- The department will also try to acquire an *onlinetutoring@laverne.edu* email address for online tutoring. The addition of this account will secure the confidential information often sent to the department's email address and allow us to retain records of the online appointments that take place.
- Explore the feasibility of receiving GPA and retention data for LEC users and comparative averages for non-LEC users at the end of each semester to help the department assess the effectiveness of its services and identify areas in need of improvement.
- The department will meet with the Center for Teaching and Learning to explore the options the LEC has for making our services available to students university wide via Blackboard. The LEC is entertaining the possibility of making Workshops available via blackboard and using the video conferencing and chat board sections to allow students to on RCA campuses to more effectively utilize LEC services.
- Begin the process of reapplying for the Trio Student Support Services Grant. The department has written for the grant in the past and has several departments that are willing to help in this process.
- Host an informal get-together of FYRP students and Academic Advisors, and representatives from other areas of ULV, such as Student Services, the Director of Multicultural Affairs, and Career Services. The goals of such gatherings would be increase student comfort level and familiarity with their advisors, and to further acquaint students with on-campus resources and more specifically, LEC services.

October

- Organize focus groups with CAPA students to ensure that we are meeting their needs and to ask for suggestions for improvement.
- Perform cost benefit analysis of the option of introducing smaller versions of the LEC at various RCA campus sites.
- In reviewing the budget for the 2009-2010 fiscal year the department will determine the feasibility of hiring additional tutors for online training and the possibility of using blackboard as a platform for online tutoring in additional subjects.

November

- Develop promotional material for College Preview to be included in the Admissions packets. Enlist the help of previous College preview participants.
- Begin visiting RCA campuses and presenting our services and how those services are being tailored to fit this population.

December

- Prepare a new brochure for admissions that will present the services offered at the LEC.
- Develop assessment tools to determine effectiveness of new FYRP efforts. These tools may include focus groups, surveys and interviews.

January 2010

- In preparing the end of the year report for the LEC we will evaluate the report and determine the additional information required and how to collect this data in the most efficient manner possible.
- In a collaborative effort with the Center for Teaching and Learning, the LEC will create an online training center for tutors in blackboard and train tutors how to properly use this resource.
- The department will conduct a comparison study of our learning center and the learning centers of other similar universities in the area.
- Prepare focus groups with select campuses to discuss potential opportunities to increase the scope of our services for the RCA population.

Spring 2010

- Work with OIT and the IT specialist to explore options of putting the Foreign Language Placement test online.
- Meet with Admissions and the Assistant Dean of Academic Advising to design a program for the FYRP advisees we will meet beginning in June. These meetings will determine appropriate course loads, learning outcomes, FYRP advising syllabi, appropriate student activities and workshops, and students' duration in the program.
- Begin recruiting tutors by contacting organizations on campus and advertising positions through popular on campus media.
- Attend the Mt. Sac brain research conference Parachutes and Ladders to network with other universities in the area to learn successful practices and how they have dealt with some the issues that we currently face.

February

- Work with OIT and the IT specialist to explore options of putting the Foreign Language Placement test online.
- The department will revisit the option of offering several of the workshops offered in the past including time management and test anxiety.
- Begin visiting various classes during the first few weeks of the semester to promote LEC services and programs, and to solicit student suggestions for the department that semester.

March

- Begin promoting services to potential incoming students and their parents during Spotlight on La Verne. Attempt to have a representative group of tutors, students and college preview attendees available to discuss services offered by the LEC and answer questions.
- Begin the tutor semi-annual review process.

April

- Begin conversations with professors and students regarding College preview. Consider topics of parent question and answer sessions, advising, mentors, academic clubs, majors and mock class sessions.
- Consider data collection options that may be newly available in the new space. And install any newly available tracking software on the new computers.

May

- Begin the recruitment process for qualified peer tutors. Enlist the help of professors and other allies on campus. Based on the level of response, hold group interviews to observe how the candidates interact and communicate.
- The department will also hold focus groups of several specific (students in their first and third semester) and randomly selected groups of students. The purpose of these meetings will be to assess the effectiveness of programs offered and how well the programs offered address student needs.

Academic Year 2010-2011

- Reorganize the training program for the tutor-training meeting taking place in August. Consider several of the CRLA proposed topics and methods. Also, consider infusing the tutor training class with the technology subjects and methods.
- Reevaluate tutor evaluations to ensure that tutors are being assessed properly and that they are properly prepared to address the evolving needs of the student population.
- Pilot new reporting techniques during the summer tutoring months and use this period to troubleshoot any problems that may arise prior to the Fall 2009 semester. Have Center Supervisors input the information from the demographic information sheet into a database during the student's first visit, and enter any comments tutors had previously entered in their comments sheet into the same database.
- Have Center Supervisors undergo Access database training in order to prepare them to enter the data necessary to track writing coaching and non-peer-tutor tutoring and coaching hours.
- Begin searching for other grants to help fund the College Preview program. Initiate efforts to collaborate with the University's grant writing department for this purpose.

(See Program Review Updates, p. 37)

VIII. Program Review Updates

August 2010

III. Description of Program/Department Capacity

In June of 2009, the Learning Enhancement Center relocated to its current space on the second floor of the Campus Center. The main space houses three administrative offices for the IT Specialist (103.5 square feet), the Assistant Director (114 square feet), and the Director (137.5 square feet). Tutoring appointments primarily take place in the open area (1554 square feet) which includes several tables and chairs as well as 15 private computer workstations. For workshops and group tutoring sessions, students and staff have access to two enclosed tutoring rooms equipped with white board, tables, and chairs (114 square feet and 252 square feet, respectively). Finally, the LEC shares a small, enclosed work space (144 square feet) with the Director of Services for Students with Disabilities for individualized tutoring, placement examinations, access to specialized software, and/or student conferences. In addition to the main location, the LEC also has a computer lab (also on the second floor) with fifteen semi-private computer workstations and a supervisor workstation (696 square feet). The computer lab also contains a printer, whiteboards, and printer card generator.

Tutor Training

The Learning Enhancement Center is CRLA (College Reading and Learning Association) certified. The center recruits and trains peer tutors and serves as an instrument to connect students in need with capable tutors to aid them in mastering course subject matter. The average tutor receives 10.15 hours of training in the fall, which includes our extended fall training, and 6 hours of training in the spring.

Monthly Training Meetings: All tutors are required to participate in at least two of the four available tutor staff meeting/training sessions per semester. The training sessions are offered at varying times and days of the week to accommodate the tutors' personal, academic, and tutoring schedules. Tutor training covers a wide range of relevant topics including tutoring protocol, tutoring as a process, limits of a tutor's role, learning styles, cultural sensitivity, confidentiality and ethics, etc. Training hours combined with tutoring hours qualify peer tutors to progress through the three levels of the College Reading and Learning Association certification process.

Summer Training: Before the start of the fall semester, all tutors participate in a Tutor Orientation. New tutors are required to participate for the entire day (6 hours) to learn basic foundations of tutoring and LEC policies and procedures. In the afternoons, returning tutors join the orientation to learn about changes to LEC policies or procedures for the next academic year and to participate in discussion. In these sessions, experienced tutors are a valuable resource for orienting and training new tutors in their tutoring responsibilities.

Tutor Observation Feedback: An additional, one critical aspect of the professional development process for tutors is the performance assessment process, completed each semester by the Director and Assistant Director. Tutors are observed during one or two tutoring sessions (with the tutor's and student's permission) and assessed on their ability to explain concepts clearly, remain sensitive to each student's individual approach to learning, demonstrate

enthusiasm and interest, use of tutoring strategies, and follow through with administrative processes. Within one week of the session observations, each tutor meets with the Director or Assistant Director to receive feedback including suggestions for future sessions. These observations take place during weeks six through eight of the semester in order to give tutors time to develop their tutoring styles and subsequent time to implement suggestions.

Supplemental Instruction

LEC Supplemental Instruction Leaders (SI Leaders) lead several Supplemental Instruction (SI) sessions in Math 102 and Math 172 courses. [...]

SI Leaders also receive training during the breakout sessions during orientation on basic peer-to-peer instruction relationships, managing productive SI sessions, and small group tutoring techniques.

College Preview

College Preview was offered again in the summer of 2010 as a three-day, residential program for first generation and low-income students. Due to budgetary constraints, the program could not accommodate general First Year Resource Program students. Many of the key elements of the program remained consistent with previous years including the diversity workshop with Multicultural Services, the academic club fair, mock courses, and participant prizes (La Verne key chains, t-shirts, school supplies, and flash drives). Based on observations from previous year programs, a networking workshop to equip attendees with the social tools needed to converse with professors and administration was incorporated. Feedback from the previous years' participants resulted in a redesign of the Tour of Majors activity, additional mock courses, and the elimination of sessions rated only marginally successful. Future program revisions may include additional collaborations with academic departments in program planning and execution, additional mock classes (for variety), additional social activities, an expansion of the Tour of Majors activity, truncating the program to two days (instead of three), and reformulating the guest day portion of the program.

Computer Lab and Computer Assistance

As a result of the LEC's relocation to the Campus Center in June 2009, the asset holdings of the LEC have changed. Currently, the LEC main tutoring area also serves as one of the campus computer labs with 13 individualized PC workstations and another 15 PC workstations in the Campus Center 216 lab. Two printers are available for student use, one in each of the two lab locations. A scanner is also available in the Campus Center 227 office. Unique to the LEC is our full-time Instructional Technology Specialist, available Monday through Friday to assist students with computer program use (Microsoft Office products), academic paper formatting concerns, use of LEC equipment, and general troubleshooting.

Of the 13 PCs in the general LEC lab, 5 are reserved for Title V students who have priority use of these computers.

Staffing and Personnel

In August 2010, the LEC Director submitted a proposal to the Director of Financial Aid and Student Employment Coordinator requesting a revision to the existing tutor pay structure. Currently, peer tutors are paid according to the existing Student Employment pay structure and are classified as Specialist Student Assistants, yielding a higher pay rate than the wages earned by those classified as Regular Student Assistants. Tutors are paid according to their time in the student employment system. Fall 2010 Specialist Student Assistant pay rates are as follows: \$8.80/hour during the student’s first year of employment, \$8.95/hour during the student’s second year of employment, \$9.10/hour during the student’s third year of employment, and \$9.30/hour during the student’s fourth or subsequent years of employment.

Although the LEC is a CRLA-certified learning center program, many of its tutors have not earned individualized CRLA tutor certification. In an effort to entice tutors to pursue and earn CRLA certification (concurrently increasing their knowledge and skills as tutors), the Director has requested an adjustment to the pay structure for those tutors who are CRLA level I, level II, or level III certified. The following outlines the proposed pay structure and certification level requirements:

<i>Level I Certification</i>	
<ul style="list-style-type: none"> • 10 hours of training • 25 hours of tutoring • Formal selection • Formal performance evaluation 	\$9.10/hour
<i>Level II Certification</i>	
<ul style="list-style-type: none"> • Level I Certification • 10 additional hours of tutor training (20 hrs total) • 25 additional hours of tutoring (50 hrs total) • Formal performance evaluation 	\$9.50/hour
<i>Level III Certification</i>	
<ul style="list-style-type: none"> • Levels I & II Certification • 10 additional hours of tutor training (30 hrs total) • 25 additional hours of tutoring (75 hrs total) • Formal performance evaluation 	\$10.00/hour

Department Workspace and Equipment

There are a total of 28 computers in the LEC Campus Center labs; 15 PCs in the CC 216 lab, 13 PCs in the LEC general lab area, 5 of which are reserved for Title V students. A scanner is available in the CC 227 office which is connected to the IT Specialist’s workstation. Two printers are available for students in each LEC lab and print card dispenser is available in the CC 216 lab. Students may also use the dispenser to add funds to their existing print card accounts.

Two PCs reside on the front desk, an older Dell for tutoring sign-in and a new HP PC for the student workers. The director of the LEC has a PC in her office and the Instruction Technology Specialist has a PC at his desk. Both of these staff PCs, as well as the student worker

PCs, are connected to the department's shared directory. The Assistant Director has a Mac min that is also connected to the department's shared directory. A laptop is also available for staff and Title V use. This laptop is often used for presentations and training. The LEC has a total of 5 phones, 3 computer pods, 15 computer workstations, 12 tables, 31 plastic chairs, 29 desk chairs with wheels, and 5 cabinets.

The workspace and equipment available in the new Campus Center location has proved to be sufficient to serve the growing population that the department currently services; however, successful promotional efforts to increase patronage of center services could result in space related issues. Often during peak period in the LEC (i.e., the weeks before midterms and finals), students are forced to find alternative locations for group study sessions when LEC tutors occupy the general tutoring lab area as well as the enclosed group tutoring areas (CC 224 & CC 225). However, the LEC acknowledges that the two combined spaces (the 216 lab as well as the general tutoring area) in the Campus Center provide a more efficient and effective use of space for tutors and students than the LEC's previous location in the Student Resource Center. Because the use of this space is still relatively new, the department is implementing data gathering tools to measure use of the space to anticipate future needs.

Departmental Budget

During the application period for the 2010-2011 academic year, the University of La Verne experienced a 140% increase in applications (approximately). While the university was cautiously optimistic about the number of actual enrollees this increase would generate, the number of first-year freshmen to begin attending fall of 2010 increased significantly. As a result, the Provost was provided with a contingency budget whose funds were designated specifically to meet the needs of these incoming students. As a result, the Learning Enhancement Center submitted and received approval for a \$20,760.00 budget increase to provide additional tutoring and supplemental instruction services in mathematics, writing (including online and specialized tutors for international students, science, and general education courses) (see Appendix O). These funds will provide an estimated 1,000 additional hours of tutoring for the year and allow the LEC to meet its anticipated tutoring need of 3,600 hours of tutoring for AY10-11. These funds and the resultant tutoring services will be tracked accordingly and reported in next year's program review.

VI. Action Recommendations (UPDATED & REVISED)

I. Expand promotional efforts of the LEC and services.

- A. The LEC will increase its awareness of marketing strategies and the effects of promotional efforts.
 - 1. The LEC will draft a comprehensive marketing strategy to determine effective promotional approaches for each target population (main campus, CAPA, RCA, first-year students, etc.)
 - 2. The LEC will implement a question into the student usage survey to track the effectiveness of promotional efforts (e.g. How did you hear about the LEC?).
- B. Incoming students and their parents will be aware of the close personal attention and services offered by the LEC and the potential effect utilization of such services could have on the academic experience and the student's efforts to achieve his or her academic goals.
 - 1. Include data regarding graduation rates and average GPAs of students who utilize our services in admission packets.
 - 2. Increase promotion of data regarding graduate rates, average GPAs, and anecdotal evidence of students who utilize our services on the LEC website by improving the location and structure of this data.
- C. CAPA and RCA students will be aware of services offered and various options for utilizing these services.
 - 1. Present our services to CAPA students and organize focus groups of CAPA students to ensure that the LEC is meeting the needs of this population and to solicit suggestions for improvements.
 - 2. Visit RCA campuses to promote LEC services and the benefits of using such services.
- D. Professors and students on main campus will be more aware of the services offered by the LEC and how such services can supplement the classroom learning experience.
 - 1. Take advantage of internal communication strategies to keep all members abreast of key development, accomplishments and activities.
 - 2. Coordinate with department chairs and professors to arrange for short, in-class visits to popular entry-level and upper-level courses to introduce the LEC, its mission and services, and to distribute promotional materials.
 - 3. Ensure the LEC's webpage and Facebook page are current and accurate, allowing students to access resources, events, and other vital information with ease.
 - 4. Start an LEC twitter account to allow students to follow the daily activities of the LEC, to inform students when last-minute cancellations or No Show appointments occur, and to provide more interaction between LEC tutors and ULV students.

II. Meet the needs of an evolving student population.

- A. Experience increased utilization of services and programs of the LEC serving at least 30% of the traditional undergraduate population, 10% of the graduate population, 10% of the CAPA population, and 5% of the RCA population.

1. Form productive partnerships both on campus and with various successful local, regional, and national learning centers and/or associations to gather useful strategies and techniques for improving center utilization.
 2. Improve promotional efforts to identified populations, especially by way of initial “face time” by the LEC directorial staff and/or LEC tutors.
 3. Improve workshop offerings for students, tailoring particular topics of interest to the target populations.
- B. Students from regional and online campuses will receive support comparable to that received by students on the main campus.
1. Conduct a feasibility analysis of LEC extensions at select RCA campuses.
 2. Consider the cost and benefits of establishing extensions of the LEC at select RCA campuses.
 3. Improve the synchronicity of the online tutoring program and training of online tutors that serve regional campus and online students.
- C. Students who utilize the tutoring services of the LEC will rate the service as satisfactory or better.
1. In an effort to attract tutors that students in need of assistance know and are comfortable working with, the LEC will recruit new tutors through various student organizations on campus.
 2. Improve the tutor recruitment process to more objectively assess a potential tutor’s abilities, knowledge, and personality.
 3. Work cooperatively with departments on campus, such as the Writing Program, that might serve as tutor training mentors and establish programs to improve discipline-specific tutor training.
 4. Infuse LEC tutor training sessions with more CRLA suggested topics and methods in order to equip tutors with the tools needed to guide students through material and master basic concepts, preparing students to excel when asked to follow more rigorous courses of study during their time at ULV.
 5. Revise the tutor training orientation program to better equip tutors in mathematics, science, business, and general education courses (other than those in writing or foreign languages) with specific and effective strategies for tutoring students in these areas.
 6. Use of various platforms, including blackboard, to train tutors that are unable to attend regularly scheduled training meetings and to make instrumental resources more widely available to all LEC tutors.
 7. Identify and support the development needs of our tutors through the implementation of a performance assessment program that includes session observations, assessment review meetings with LEC directorial staff, a professional development reflection essay, and a final performance review.

III. Expand the use of online and other technologies to enhance learning.

- A. Develop more effective methods for data collection.
1. The Learning Enhancement Center will evaluate various options both on and off campus to improve the scope and accuracy of data collected of student, faculty, and

- staff feedback on the quality of LEC services, including tutoring, drop-in use of computer labs, workshops, and other LEC presentations.
2. The Learning Enhancement Center will assess current data collection processes to refine, improve, and increase the collection of data relevant to its services.
 3. In addition the current scheduling and data tracking software used by the LEC (Accutrack), the LEC will explore software that will also track lab computer use, allowing access to previously unknown usage data.
 4. To obtain a more complete record of tutoring hours in the Learning Enhancement Center, the LEC will input and store in a database tutor training hours and tutoring hours for both student tutors and Learning Enhancement Center staff who assist students including the name of the students assisted and the staff member doing the tutoring.
 5. Implement online usage survey to track student satisfaction with individual tutoring sessions, tutors, and computer lab usage in addition to the current holistic evaluative measures of all LEC services.
- B. Discover additional platforms to enable RCA students to benefit from LEC services and augment the percentage of RCA student served from 1.5% to 20%.
1. To better meet the needs of distant learners at ULV regional campus locations, the Learning Enhancement Center will refine, improve, and expand its online tutoring services.
 2. The LEC will explore the use of newer technologies for online tutoring-related services including chat functionality and video conferencing platforms.
 3. To ensure the integrity and quality of the tutoring sessions, to improve student involvement in online tutoring sessions, and to improve online session efficiency, the LEC will investigate a new online tutoring program that would allow for asynchronous, cooperative tutoring.
- C. Increase the use of computer applications to reduce the department's paper trail and more closely align with the values of the university as a whole and the endeavor to reduce the institution's ecological footprint and expenditures.
1. Whenever possible, the Learning Enhancement Center will migrate to electronic record keeping for collecting initial student information, tutoring logs, and tutor and professor notes/recommendations, improving the tracking of student progress and decreasing our paper usage by several reams annually.
 2. The Learning Enhancement Center will create a new email address to be used solely for online tutoring appointments. The new address will help staff track online tutoring usage and also improve the security of Learning Enhancement Center email.
- D. Introduce online foreign language tests for placement testing in Summer 2010.
1. Research companies that offer online placement tests.
 2. Consider working with OIT to put the current test online.
- E. Improve the LEC's use of online instructional technologies and resources.
1. Improve the overall design and marketability of the LEC webpage to better articulate the effectiveness of LEC services and serve as an explicit, cooperative element in the administration of LEC services (rather than simply as a portal for information).
 2. Investigate fiscally-responsible but educationally effective instructional technologies and resources to implement online (e.g. podcasts, webinars, etc.).

IV. Generate resources for funding.

- A. Secure consistent funding for the College Preview Program.
 - 1. Program is currently funded by a Title V grant that ends in 2010; therefore, additional internal and external funding sources should be investigated.
 - 2. The department will search for additional grants to finance a portion of the program.
 - 3. The LEC will expand its cooperative efforts with other campus offices and colleges, such as the College of Arts and Sciences, to secure long-term funding for the College Preview program.
- B. Secure funding for expansion efforts in support of the First Year Resource Program.
 - 1. Resubmit the federal application for the Student Support Services grant.

V. Serve as an asset in the improvement of graduate and retention rates.

- A. Students who use the LEC on a regular basis will be more likely to be in good academic standing than students not utilizing the tutoring services.
 - 1. Equip students to address many of the issues that may arise at each phase of their four years enrolled at ULV via workshops, advising, and tutoring.
 - 2. Increase outreach to students completing their first semester and fourth semester at ULV to gauge student involvement, motivation, academic and social integration, and transition to their major field of study.
- B. Students who use the services of the LEC on a regular basis will be more likely to return to the University of La Verne the following semester, or graduate within 6 years than students who do not utilize tutoring services.
 - 1. More closely monitor the success of students as they complete tutoring and assess the effectiveness of the strategies used in tutoring.
- C. Students using the tutoring services of the LEC on a regular basis will improve their self-regulated learning subsequently developing their ability to learn independently.
 - 1. Continue to hire qualified tutors and provide them specific training regarding developing self-regulated learning in a tutoring session.
 - 2. Increase promotion of the value of CRLA certification and ensure that at least 50% of all LEC tutors (those funded directly by the LEC) are at least level I certification.
 - 3. Allow peer tutors to promote the services of the LEC during the first few weeks of the semester to improve potential tutor-tutee interactions and improve the LEC's visibility on campus.
- D. Expand College Preview Program to 60 participants by summer 2011.
 - 1. Include promotional information for the summer program in the admissions package sent to all potential College Preview participants.
 - 2. Consider revising the program to include a residential piece, allowing students to experience the independence that accompanies university life and to establish a realistic context for the other program events and activities.
 - 3. Expand the scope of the program to include more academic departments on campus, providing participants with a broader preview of what awaits them in the fall.
 - 4. Include more informational sessions for participants' parents and families.
- E. The Learning Enhancement Center will help retain First Year Resource Program advisees by facilitating their retention and academic integration at the University of La Verne.

1. The department will initiate a comparison study between the First Year Resource Program and the programs offered at other universities. The focus of the comparative analysis will be to determine the effectiveness of the service components offered by the FYRP against those offered by similar programs at other universities.
2. The Learning Enhancement Center will provide a learner-centered environment where FYRP advisees will be encouraged to be active participants in the learning process via academic advising.
3. The LEC will deliver effective academic advising (as indicated by comparisons in entry-level courses across similar student types with non-FYRP advisors), strategic course planning (by comparison course progression of FYRP advisees with non-FYRP advisees in the same major field), academic programming, and referrals to facilitate students' academic integration and retention at the University of La Verne.
4. LEC staff and others who advise FYRP students will establish learning outcomes and expectations for advisors and advisees, as well as criteria for appropriate course loads and duration as FYRP-classified students.
5. FYRP advisors will adopt advising syllabus and course plans as ways to articulate learning outcomes and expectations of students and advisor(s).
6. The LEC will reintegrate itself as a vital component in the admissions process and subsequent placement of students into the FYRP program by establishing clear and, when possible, quantitative measurement criteria for the admissions office.
7. The Learning Enhancement Center will coordinate with Academic Advising to assist students with undeclared majors after the conclusion of their first year. Advisors (either from the LEC or Academic Advising) will work with the student through cooperative initiatives with Career Services to explore the students' interests and available majors.
8. The LEC will establish evidence-based programs to determine FYRP advising effectiveness and decision-making using various academic performance data, student surveys/interviews, and faculty surveys/interviews.
9. The LEC will initiate outreach efforts to integrate FYRP students socially and academically from confirmation throughout program participation.
10. The LEC will host an informal social event of FYRP academic advisors and students in the LEC either before or during the first weeks of the fall semester in an effort to (1) improve student involvement, (2) to improve student comfort, (3) to increase advisor-advisee contact, (4) to further acquaint students with LEC services, and (5) to introduce FYRP students to other important services/offices on campus including Student Services, Multicultural Affairs, Health Services, and Career Services.

Updated on Previous Action Plan

Fall 2009

- The department will also try to acquire an *onlinetutoring@laverne.edu* email address for online tutoring. The addition of this account will secure the confidential information often sent to the department's email address and allow us to retain records of the online appointments that take place. ***(accomplished August, 2009)***
- Explore the feasibility of receiving GPA and retention data for LEC users and comparative averages for non-LEC users at the end of each semester to help the department assess the effectiveness of its services and identify areas in need of improvement. ***(accomplished and reported to appropriate administrative parties Spring 2010)***
- The department will meet with the Center for Teaching and Learning to explore the options the LEC has for making our services available to students university-wide via Blackboard. The LEC is entertaining the possibility of making Workshops available via blackboard and using the video conferencing and chat board sections to allow students to on RCA campuses to more effectively utilize LEC services. ***(reallocated to Fall 2010)***
- Begin the process of reapplying for the Trio Student Support Services Grant. The department has written for the grant in the past and has several departments that are willing to help in this process. ***(accomplished December 2009)***
- Host an informal get-together of FYRP students and Academic Advisors, and representatives from other areas of ULV, such as Student Services, the Director of Multicultural Affairs, and Career Services. The goals of such gatherings would be increase student comfort level and familiarity with their advisors, and to further acquaint students with on-campus resources and more specifically, LEC services. ***(accomplished September 2009; no data gathered and no reporting completed)***

October

- Organize focus groups with CAPA students to ensure that we are meeting their needs and to ask for suggestions for improvement. ***(reallocated to November 2010)***
- Perform cost benefit analysis of the option of introducing smaller versions of the LEC at various RCA campus sites. ***(reallocated to Summer 2011)***
- In reviewing the budget for the 2009-2010 fiscal year the department will determine the feasibility of hiring additional tutors for online training and the possibility of using blackboard as a platform for online tutoring in additional subjects. ***(not accomplished; action item pending piloted online program for Spring 2011)***

November

- Develop promotional material for College Preview to be included in the Admissions packets. Enlist the help of previous College preview participants. ***(not accomplished)***
- Begin visiting RCA campuses and presenting our services and how those services are being tailored to fit this population. ***(reallocated to Fall 2010)***

December

- Prepare a new brochure for admissions that will present the services offered at the LEC. ***(reallocated for Spring 2011)***
- Develop assessment tools to determine effectiveness of new FYRP efforts. These tools may include focus groups, surveys and interviews. ***(reallocated for September 2010)***

January 2010

- In preparing the end of the year report for the LEC we will evaluate the report and determine the additional information required and how to collect this data in the most efficient manner possible. ***(reallocated for September 2010)***
- In a collaborative effort with the Center for Teaching and Learning, the LEC will create an online training center for tutors in blackboard and train tutors how to properly use this resource. ***(project halted; will be reexamined prior to new online tutoring program pilot Spring 2011)***
- The department will conduct a comparison study of our learning center and the learning centers of other similar universities in the area. ***(reallocated for Spring 2011)***
- Prepare focus groups with select campuses to discuss potential opportunities to increase the scope of our services for the RCA population. ***(reallocated for November 2010)***

Spring 2010

- Work with OIT and the IT specialist to explore options of putting the Foreign Language Placement test online. ***(accomplished June 2010)***
- Meet with Admissions and the Assistant Dean of Academic Advising to design a program for the FYRP advisees we will meet beginning in June. These meetings will determine appropriate course loads, learning outcomes, FYRP advising syllabi, appropriate student activities and workshops, and students' duration in the program. ***(in progress)***
- Begin recruiting tutors by contacting organizations on campus and advertising positions through popular on campus media. ***(accomplished Spring 2010)***
- Attend the Mt. Sac brain research conference Parachutes and Ladders to network with other universities in the area to learn successful practices and how they have dealt with some the issues that we currently face. ***(accomplished April 2010)***

February

- Work with OIT and the IT specialist to explore options of putting the Foreign Language Placement test online. ***(accomplished June 2010)***
- The department will revisit the option of offering several of the workshops offered in the past including time management and test anxiety. ***(reallocated for December 2010)***
- Begin visiting various classes during the first few weeks of the semester to promote LEC services and programs, and to solicit student suggestions for the department that semester. ***(reallocated for Fall 2010)***

March

- Begin promoting services to potential incoming students and their parents during Spotlight on La Verne. Attempt to have a representative group of tutors, students and college preview attendees available to discuss services offered by the LEC and answer questions. *(accomplished May 2010)*
- Begin the tutor semi-annual review process. *(not accomplished; reallocated for October 2010)*

April

- Begin conversations with professors and students regarding College preview. Consider topics of parent question and answer sessions, advising, mentors, academic clubs, majors and mock class sessions. *(accomplished May 2010)*
- Consider data collection options that may be newly available in the new space. And install any newly available tracking software on the new computers. *(not accomplished; similar effort reallocated for August 2010)*

May

- Begin the recruitment process for qualified peer tutors. Enlist the help of professors and other allies on campus. Based on the level of response, hold group interviews to observe how the candidates interact and communicate. *(in progress)*
- The department will also hold focus groups of several specific (students in their first and third semester) and randomly selected groups of students. The purpose of these meetings will be to assess the effectiveness of programs offered and how well the programs offered address student needs. *(not accomplished; replaced with new goal allocated for October 2010)*

Academic Year 2010-2011

- Reorganize the training program for the tutor-training meeting taking place in August. Consider several of the CRLA proposed topics and methods. Also, consider infusing the tutor training class with the technology subjects and methods.
- Reevaluate tutor evaluations to ensure that tutors are being assessed properly and that they are properly prepared to address the evolving needs of the student population.
- Pilot new reporting techniques during the summer tutoring months and use this period to troubleshoot any problems that may arise prior to the Fall 2009 semester. Have Center Supervisors input the information from the demographic information sheet into a database during the student's first visit, and enter any comments tutors had previously entered in their comments sheet into the same database.
- Have Center Supervisors undergo Access database training in order to prepare them to enter the data necessary to track writing coaching and non-peer-tutor tutoring and coaching hours.
- Begin searching for other grants to help fund the College Preview program. Initiate efforts to collaborate with the University's grant writing department for this purpose. *(See Action Plan (Revised), p. 40)*

VII. Action Plan (Revised)

Fall 2010

- Formally evaluate current online tutoring program to identify practical and theoretical problems.
- Coordinate with CTL to discuss possible alternative online tutoring platforms (Illuminate, GoogleDocs, BlackBoard, etc.).
- Redesign LEC website for marketability, including the addition of electronic resources and a faculty information page (referrals, LEC dos & don'ts).
- Design a comprehensive marketing strategy for implementation beginning spring 2011 specifically addressing the needs of main campus, first-year/first-gen, graduate, international, RCA, CAPA, and online students.
- Work with OIT in establishing an effective and secure method for converting all tutee data to electronic, rather than paper-based, formats.
- Launch cooperative effort with the Writing Program to produce writing tutors with specialized theoretical and practical knowledge through WRT 306 course.
- Attend fall semester director's meeting of the Southern California Writing Centers Association to network with other center professionals and to design spring tutor conference.
- Implement post-session attitudinal survey to gauge student satisfaction with tutoring services provided by LEC (Survey Monkey).

August 2010

- Revise tutor training program for the August orientation to include applicable CRLA proposed topics and methods, especially specialized strategies and tools for tutors outside writing and foreign languages.
- Using existing FYRP data and research gathered from similar programs at other institutions, design more comprehensive and objective criteria for determining student placement into FYRP program.
- Coordinate with department chairs and instructors to arrange in-class visits to popular introductory-level courses and to courses for which the LEC has specific tutors.
- Coordinate with OIT on how to implement computer lab usage survey to collect lab data.
- Review current promotional materials for the LEC and update the website and Facebook account for accuracy to prepare for Fall rollout

September 2010

- Begin review of all LEC data-collecting processes, including tutoring, placement exams, workshops/seminars, events, marketing initiatives, and FYRP.
- Work with OIT to establish in-house webserver placement examinations, moving them off Blackboard to a more effective and reliable location and discuss feasibility of moving placement exams to 100% online.

- Coordinate on-site RCA visits with RCA site directors to discuss student needs, available LEC services/resources, and future initiatives.
- Develop assessment tools to determine effectiveness of FYRP efforts including qualitative data (student and faculty interviews, surveys, and focus groups) and quantitative data (GPA, course grades, etc.).
- Begin incorporating a cultural profile on the LEC website to improve student and faculty awareness of the cultures represented on campus and the current research about those students' academic needs in American universities.

October 2010

- Launch campus-wide electronic survey for students to assess knowledge of LEC, service usage, and to gauge potential interest in additional services or revisions to existing services.
- Review existing marketing strategies for effectiveness and continued use.
- Conduct session observations of LEC tutors for mid-semester performance reviews; meet with tutors to discuss mid-semester performance and tutor action plan.
- Identify online tutoring pilot program tutors and design tutor training.
- Market SoCal WCA tutor conference to LEC tutors and encourage them toward professional development and conference proposal submissions.
- Launch LEC Twitter account to allow students to follow the daily activities of the LEC, including last-minute cancellations and encourage tutor participation in marketing initiatives of the LEC.

November 2010

- Organize focus groups with CAPA and RCA students to follow up on survey results and to gather ideas for ways to meet their needs.
- Use information gathered from survey to begin drafting strategic marketing plan.
- Design study to compare LEC-using FYRP students to non-LEC users with similar academic preparation and background to examine effects of tutoring services as one component of FYRP student success.
- Design data collection methods for online tutoring pilot program for launch spring 2011.
- Attend the joint-conference of the International Writing Centers Association and the National Conference on Peer Tutoring in Writing in Baltimore to present a project on adapting APD strategies to improving the listening comprehension of international students.

December 2010

- Review previous LEC workshop/seminar offerings and prepare at least two new offerings for the spring 2011 semester.
- Prepare marketing and promotional materials and secure additional marketing strategies for implementation in spring 2011.
- Collect tutor self-reflections and conduct end-of-the-semester performance reviews.
- Review preliminary fall 2010 usage data and use it to recruit tutors for spring 2011 term.
- Produce fall 2010 student usage and tutor service report for STEM grant coordinators.

Spring 2011

- Launch pilot study of new online tutoring program with one RCA site (San Fernando Valley) and collect data for comparison to current online tutoring service.
- Work with OIT and CTL on offering online tutor training resources to supplement in-house staff training.
- Conduct a comparative analysis of the ULV LEC with similar centers at universities within the area.
- Attend annual Mt. SAC brain research conference, Parachutes and Ladders, to network with other universities in the area, to learn about successful practices, and to strategize on new ways to provide better services to students.
- Coordinate with Admissions on improving marketability of LEC services and academic success rates of LEC-users for parents and potential students.

January 2011

- Run report of fall 2010 mathematics placement waivers issued and examine course selection and performance; use this information to determine effectiveness of placement exam recommendations and departmental waivers.
- Begin collecting and analyzing fall 2010 usage data.

February 2011

- Conduct tutor observations for mid-semester performance evaluations; meet with tutors to discuss semester action plans.
- Reach out to student organizations for LEC promotion and recruiting for AY11-12 tutors.

March 2011

- Begin promoting services to potential students and their parents during Spotlight on La Verne. Arrange for a panel of tutors, students, and College Preview participants available to discuss LEC services and answer questions.

April 2011

- Begin conversations with professors, students, and deans regarding College Preview. Assess last year's data for recommended revisions to the August 2011 program (two days instead of three; guest day difficulties).
- Coordinate with Writing Program on fall 2011 WRT 306 course syllabus, resources, and practicum components.

May 2011

- Collect tutor self-reflections and conduct end-of-the-semester performance reviews.
- Launch LEC survey for tutors, designed to evaluate the effectiveness of LEC resources, scheduling, flexibility, management, and internal processes.

Summer 2011

- Conduct feasibility analysis of establishing LEC extensions at select RCA campus locations.
- Collect and analyze data from FYRP advisees, including LEC-users vs. non-users for comprehensive report for academic advising and retention.
- Review and analyze data from online tutoring pilot program for presentation to LEC stakeholders; work out any potential challenges prior to full launch in fall 2011.
- Review and analyze data gathered from tutor survey to consider and implement any changes to policies and/or procedures for fall 2011, including revisions to August 2011 tutor training orientation program.
- Prepare College Preview program, including investigating institutional and/or federal funding sources.

AY2011-2012

- Investigate different tutor scheduling software that would allow for a more effective method for pairing up students with tutor's (WC Online?).
- Coordinate with Multicultural Services for a peer mentorship program, pairing a new student with an LEC tutor for tutoring and general mentorship initiatives.
- Launch new online tutoring program through comprehensive marketing strategies designed specifically for graduate students, RCA, military, CAPA, and online students (research funding for online tutoring staff through applicable colleges and administrative departments).
- Host an informal gathering of FYRP advisees, academic advisors, and LEC tutors and student users to improve student involvement, to improve student comfort with the LEC, to increase advisor-advisee contact, to further acquaint FYRP advisees with LEC services, and to introduce FYRP students to other important services/offices on campus.

Appendices
Appendix A: LEC Tutoring Demographics and Summary

	03-04	04-05	05-06	06-07	07-08	5-Yr Avg
Overall Usage						
Total Students Served	540	613	642	448	542	557
Tutoring (Appointments and Drop-in)				399	394	396.5
Group Tutoring/Supplemental				49	112	80.5
Workshop Participation					36	36
Individual Tutoring Student Data						
Subjects Areas Tutored						
English/Writing				40.0%	43.0%	41.50%
Math/Science				27.5%	27.0%	27.25%
Business/Accounting				17.5%	12.0%	14.75%
Behavioral Science				8.0%	13.0%	10.50%
Foreign Language				4.0%	2.0%	3.00%
Other Subjects				3.0%	3.0%	3.00%
Student Demographics						
Enrollment						
Undergraduate	64.0%	73.0%	65.0%	70.5%	65.0%	67.50%
Graduate	22.0%	11.0%	16.0%	14.7%	20.0%	16.74%
CAPA	12.0%	13.0%	16.0%	12.4%	10.0%	12.68%
Unknown	2.0%	1.0%	0.0%	0.8%	4.0%	1.56%
RCA/Off Campus	0.0%	2.0%	3.0%	1.5%	1.0%	1.50%
Class Level						
Freshman	36.0%	36.0%	23.0%	18.3%	21.7%	27.00%
Sophomore	9.0%	17.0%	16.0%	12.2%	14.1%	13.66%
Junior	36.0%	14.0%	17.0%	20.3%	20.2%	21.50%
Senior	18.0%	21.0%	27.0%	25.1%	26.2%	23.46%
Graduate	0.0%	11.0%	16.0%	19.0%	16.2%	12.44%
Unknown	1.0%	1.0%	1.0%	5.1%	1.6%	1.94%
Ethnicity						
Mexican/Central/South American	36.0%	28.0%	28.0%	27.0%	30.0%	29.80%
European-American	14.0%	25.0%	20.0%	27.5%	23.0%	21.90%
Asian-American/Pacific Islander	14.0%	5.0%	7.0%	7.5%	14.0%	9.50%
African-American	12.0%	12.0%	14.0%	11.6%	10.0%	11.92%
Decline to State	9.0%	21.0%	23.0%	8.9%	10.0%	14.38%
Unknown		5.0%	0.0%	5.8%	8.0%	3.76%
Other	2.0%	2.0%	3.0%	8.5%	4.0%	3.90%
International	13.0%	2.0%	5.0%	3.3%	1.0%	4.86%
Number of Tutors	29	22	28	28	29	27.2
Total Tutoring Hours	4046	2497	2526	1972	2177	2643.6

Appendix B: First Year Resource Program 2004-2008

Cohort Term	Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008	
	Yes	No								
FYRP										
Students	92	450	68	408	89	375	88	381	74	344
% of Cohort	17.0%	83.0%	14.3%	85.7%	19.2%	80.8%	18.8%	81.2%	17.7%	82.3%
Avg. SAT Score	905	1033	895	1047	896	1029	859	1015	882	1023
Entrance GPA	3.14	3.54	3.06	3.54	2.95	3.55	2.87	3.48	2.83	3.48
La Verne GPA	2.92	3.08	2.4	2.98	2.5	3.03	2.19	2.93	2.15	3.03
A. Probation	1.8%	3.1%	4.9%	6.1%	12.1%	5.7%	18.7%	5.4%		
Persistence										
Term 3, Fall	75	387	51	331	70	308	54	310		
%	81.5%	86.0%	75.0%	81.1%	78.7%	82.1%	61.4%	81.4%		
Term 5, Fall	56	283	28	236	42	217				
%	60.9%	62.9%	41.2%	57.8%	47.2%	58.4%				

University of La Verne Office of Academic Advising and Retention Services, and Department of Institutional Research Banner Extractions, Spring 2009

Appendix C: College Preview Survey Results 2007-2008

	Year	5	4	3	2	1	N/A	Average	
		Strongly Agree	Agree	I suppose	Disagree	Strongly Disagree	Not Applicable	Yearly	Overall
I learned a lot of new information in the sessions	2008	9	8	2	0	0	0	4.37	4.52
	2007	9	2	1	0	0	0	4.66	
The information I received was valuable to me	2008	13	5	1	0	0	0	4.63	4.69
	2007	9	3	0	0	0	0	4.75	
The session covered topics I was curious about	2008	8	9	2	0	0	0	4.32	4.16
	2007	4	4	4	0	0	0	4	

Presenters

	Year	5	4	3	2	1	N/A	Average	
		Strongly Agree	Agree	I suppose	Disagree	Strongly Disagree	Not Applicable	Yearly	Overall
The presenters engaged my interest	2008	8	10	1	0	0	0	4.37	4.23
	2007	4	5	3	0	0	0	4.08	
They covered topics that were useful for me	2008	11	7	1	0	0	0	4.53	4.56
	2007	8	3	1	0	0	0	4.58	
I have a good sense of what classes are like at ULV	2008	8	11	0	0	0	0	4.42	4.38
	2007	5	6	1	0	0	0	4.33	

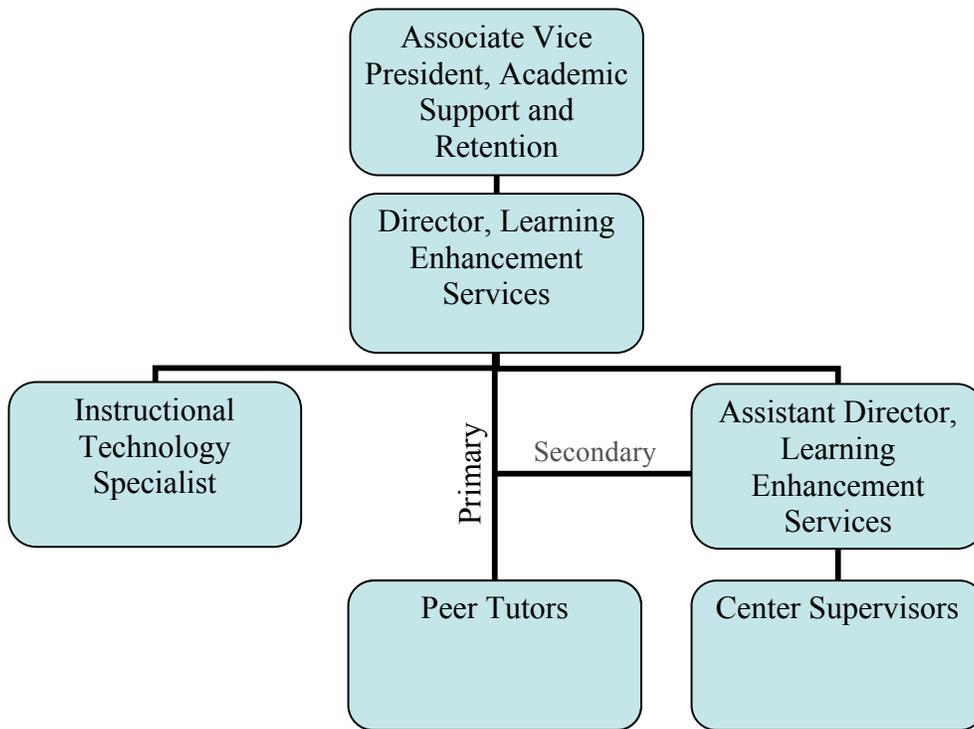
Logistics: Scheduling, Food, Locations

	Year	5	4	3	2	1	N/A	Average	
		Strongly Agree	Agree	I suppose	Disagree	Strongly Disagree	Not Applicable	Yearly	Overall
I liked having the three separate sessions on three days	2008	8	4	2	0	0	5	4.43	4.35
	2007	5	5	0	1	0	0	4.27	
I liked the half day schedule at each session	2008	10	5	1	0	0	3	4.56	4.6
	2007	7	4	0	0	0	0	4.63	
The classrooms/labs were comfortable	2008	9	6	2	0	0	2	4.41	4.43
	2007	6	4	1	0	0	0	4.45	
I liked being able to bring a guest at the last session	2008	12	2	0	0	0	5	4.86	4.73
	2007	7	2	1	0	0	0	4.6	
I would have preferred to stay on campus for the sessions	2008	6	3	2	0	1	7	4.08	4.32
	2007	7	3	1	0	0	0	4.55	
I liked the free food	2008	18	1	0	0	0	0	4.95	4.98
	2007	5	0	0	0	0	0	5	

Free Stuff

	Year	5	4	3	2	1	N/A	Average	
		Strongly Agree	Agree	I suppose	Disagree	Strongly Disagree	Not Applicable	Yearly	Overall
I will use the free giveaways	2008	19	0	0	0	0	0	5	4.85
	2007	10	1	0	0	0	0	4.7	
Free stuff was a good incentive for attending all 3 sessions	2008	15	4	0	0	0	0	4.79	4.76
	2007	9	1	1	0	0	0	4.73	

Appendix D: LEC Organizational Chart



Appendix F:

Learning Enhancement Center Departmental Budget Fiscal Years 2005-2008				
	Actual			Proposed
	2005-2006	2006-2007	2007-2008	2008-2009
Adjuct Faculty Salaries	\$ 2,230	\$ -	\$ -	\$ -
Administrative Salaries	84,846	84,895	86,008	91,010
Classified/Technical Salaries	37,772	24,627	38,983	50,367
Overtime	46	48	218	120
other student Wages	29,543	24,615	34,205	29,000
Temporary Position Salary	311	3,339	11,593	7,600
Retirement Benefits	11,035	10,389	11,793	-
FICA	9,510	8,469	9,948	-
Unemployment Compensation	336	178	215	-
Workers Compensation	1,300	1,327	1,472	-
Health and Welfare Benefit	4,420	5,312	7,609	-
Employees Benefits	205	208	203	39,751
Compensation & Benefits	\$ 181,554	\$ 163,407	\$ 202,247	\$ 217,848
Supplies	1,933	2,167	1,293	2,400
Advertising	148	-	-	-
Printing and Duplication	960	1,213	1,906	1,500
Contracted services	-	150	75	200
Postage, UPS and Shipping	59	338	192	200
Seminars and Conferences	652	525	570	700
Travel and Transportation	548	1,255	555	1,300
Lodging	-	1,425	216	500
Meals, Catering and Entertainment	1,159	1,510	976	1,000
Dues Memberships and Subscriptions	50	55	-	100
Computer Software Maintenance and License	235	-	-	-
New Furniture and Fixtures	-	-	1,833	20
Computer Hardware	-	200	-	-
Computer Software	1,200	-	-	-
Utilities-Telephone	-	2	-	20
Equipment Repair and Maintenance	-	-	-	200
Permits, Fees and Licenses	-	36	200	-
Transfers-Other	250	175	-	-
Non-Compensation	\$ 7,194	\$ 9,051	\$ 7,816	\$ 8,140
Total	\$ 188,748	\$ 172,458	\$ 210,063	\$ 225,988

Appendix G: College Senior Survey

LEC use stats from CSS (College Senior Survey) 2007

(n=237)

Supplemental question 45: How many times have you used services available through the ULV Learning Enhancement Center (such as tutoring, writing, language skills, workshops, etc...)?

	<u>% Men</u>	<u>% Women</u>	<u>% Total</u>
Never	57.6	52.6	54.0
1-3 times	19.7	31.0	27.8
4-6 times	9.1	7.0	7.6
7-9 times	7.6	.6	2.5
<u>10 times or more</u>	<u>6.1</u>	<u>8.8</u>	<u>8.0</u>

Appendix H: LEC Student Body Survey

(N=133)	%
1. How often do you visit the Learning Enhancement Center (LEC)?	
Everyday	03
4-6 days/week	14
1-3 days/week	19
2-3 days/week	19
1 day/month	06
1-3 days/ semester	12
1 day/school year	10
I have never visited the LEC	16
2. What services have you received at the LEC? (Select all that apply)	
Use the computer lab	63
Study individually at the tables	17
Study in a group at the tables	11
Receive help using the computer programs	08
Receive help with technical issues	06
Tutoring appointments	38
Online tutoring	04
Drop in tutoring	21
Advising	13
Greek study hours	11
Writing coaching	12
3. What has prompted you to visit the LEC (Check all that apply)?	
Needed help with a particular subject	40
Needed to use a computer	42
Needed to register for classes	16
Interested in a LEC program r workshop	07
Professor recommendation	16
Required to visit for a class	14
Receive extra credit for attending a tutoring appointment	15
Enjoy the atmosphere in the LEC	15
Other	03
4. What do you expect from the LEC? (Check all that apply)	
Assist students in refining papers	63
Guide students through difficult subject matter	61
Edit papers for students	52
Teach students how to learn the material on his or her own	40
Assist student in completing homework assignments	35
Help students avoid plagiarism and learn how to properly paraphrase and cite sources	39
Teach students how to format papers in APA, ASA, MLA, Chicago...styles	49
Help students with the planning and organization of papers	43

Assist students in using various technologies needed to complete course work (Microsoft office, SPSS, blackboard, etc.)	39
Help students self edit papers and the mechanics of their writing	38
Help students identify and correct writing mechanics (spelling, grammar, punctuation...)	38
Practice conversation in English and other languages	26
None of the above	05
Other	05

5. In which of the following subject areas have you or would you like to receive tutoring?

Writing and grammar	44
Foreign language (French and Spanish)	13
English, Spanish, or French conversation	12
APA style writing	23
Computer science	03
Mathematics	22
Business (Accounting, statistics, finance,...)	14
Science (Biology, chemistry, physics,...)	13
Behavioral science (Statistics, SPSS, computer data analysis,...)	13
Music (guitar)	05
I would not receive tutoring at the LEC	11
Other	08

6. How helpful have LEC tutors been in addressing your academic needs?

Does not apply	39
Not helpful	01
Somewhat helpful	12
Helpful	26
Very helpful	23

7. As a result of being tutored in the LEC, have you:

Does not apply	48
Noticed improvement in your grades	17
Been better able to learn subject matter independently	15
Better understood how to format papers and homework assignments	14
Gained greater clarity on homework assignments	02
Felt dependent on tutors	00
Felt more confused by conflicts between instruction from tutors and professors	01

8. Would any of the following workshops interest you? (Check all that apply)

Dealing with procrastination	34
APA, ASA, and AAA citation	43
Research tools for your subject	29
Study skills	39
Time management skills	30
Dealing with math anxiety	11

Constructing an effective paper	35
Delivering an effective presentation	32

9. How accessible are LEC services (hours of operations, tutor availability, technological support and programs, workshop times and locations, etc.)?

Not at all accessible	01
Minimally	01
Somewhat	23
Adequately	44
Very accessible	31

11. Registration status

Graduate	17
Undergraduate	77
CAPA	06

12. Campus

Main Campus	98
Online Campus	02
Regional Campus	00

13. College

College of Arts and Science	56
College of Business and Public Management	26
College of Education and Organizational Leadership	15
College of Law	03

15. Class Level

Freshmen	24
Sophomore	19
Junior	21
Senior	20
Graduate	16
Other	01

16. Gender

Male	28
Female	72

17. Ethnicity

Decline to state	01
African American	12
Caucasian	23
Latino/Hispanic	40
Asian America/pacific islander	07

International	09
Multi-racial	08

Appendix I: LEC Faculty Survey

(n=98)	% Yes
1. Have you referred (but not required) your students to the LEC for tutoring in or help in the following areas? (Check all that apply)	
Writing and Grammar	62
Foreign Language (French and Spanish)	03
English, Spanish, or French Conversation	03
APA Style Writing	28
Computer Science	02
Mathematics	13
Business (Accounting, Statistics, Finance...)	09
Science (Biology, Chemistry, Physics...)	01
Behavioral Science (Statistics, SPSS, Computer Data Analysis...)	06
Other	06
2. Have you required students to go to the LEC for tutoring?	32
3. Are there subject areas in which tutoring should be offered other than those listed above?	21
4. Have you noticed improvements in student's academic performance as a result of tutoring?	
Not Applicable	26
Always	08
Often	21
Sometimes	30
Rarely	02
Never	01
5. What services do you expect the LEC to provide? (Please check all that apply)	
Assist student in refining papers	43
Guide students through difficult subject matter	25
Edit papers for students	53
Teach students how to learn the material on his or her own	14
Assist student in completing homework assignments	68
Help student avoid plagiarism and learn how to properly paraphrase and cite sources	64
Teach students how to format papers in APA, ASA, MLA, Chicago...styles	44
Help students with the planning and organization of papers	76
Assist students in using various technologies needed to complete course work (Microsoft office, SPSS, Blackboard, etc.)	62
Help students self edit papers and the mechanics of their writing	70
Help students identify and correct writing mechanics (spelling, grammar, punctuation, etc.)	15
Practice conversation in English and other languages	06
None of the above	02

6. Tutors complete Tutor Report Sheets indicating the date and length of a tutoring session, what assignment was worked on, the session's focus, and tutor comments. A copy of this sheet is then given to the student to pass on to his or her professor. How helpful have you found these report sheets?

I was not aware that Tutor Report Sheets are available	75
Very helpful	05
Somewhat helpful	07
Unhelpful	01

7. Have you encouraged students to become tutors for the LEC?

Frequently	12
Occasionally	17
Had not occurred to me	55

8. How accessible are LEC services (hours of operations, tutor availability, technological support and programs, workshop times, and locations, etc.)?

Not at all accessible	00
Minimally	04
Somewhat	18
Adequately	32
Very accessible	13

9. Does your course have a supplemental instruction lab attached to it? 4

(A supplemental instruction lab is a series of structured study sessions in which students are encouraged to ask questions of one another and learn in a group environment these sessions are facilitated by SI leaders whom are students that have successfully completed the course?)

10. Have your students' academic performance improved as a result of attending supplemental instruction labs? 7

11. Would your students benefit from a supplemental instruction lab associated with one or more of the courses that you teach? 47

12. In your opinion, do math placement tests place students in the proper courses?
(Have your students communicated the fact that the courses they have been placed into are too easy or difficult?) 21

13. In your opinion, do writing placement tests place students in the proper courses?
(Have your students communicated the fact that the courses they have been placed into are too easy or too difficult?) 26

14. In your opinion, do foreign language placement tests place students in the proper courses? (have your students communicated the fact that the courses they have been placed into are too easy or too difficult?) 23

15. When reviewing your advisee's placement test scores, do you: (check all that apply)

Use the placement test reporting sheets place in student folders?	18
Access student scores on	08
Call the Academic Advising office?	04
Stop by the Academic Advising office?	03
Call the LEC?	05
Stop by the LEC?	00

16. How user friendly are the placement test reporting sheets?

Not friendly	01
Somewhat friendly	10
Friendly	20
Very friendly	02

Demographics:

20. I am...

Full time tenure track faculty	36
Full-time non-tenure track faculty	09
Adjunct faculty	54

21. I teach primarily in the:

College of arts and science	36
College of business and public management	38
College of education and organizational leadership	23
College of law	00

22. I teach:

On the main campus	85
Off-campus	35
Hybrid courses	19
Online courses	09

23. Do you have student advisees?

Yes	35
-----	----

24. How many years have you been teaching for the University of La Verne?

1-5years	44
6-10 years	20
11-15 years	08
16-20 years	10
21-25 years	08
Over 25 years	07

Appendix J: LEC Tutoring Survey Statistics Fall 2007-Spring 2008
(6.3% of tutees responded to survey)

(1=Strongly Agree, 2=Agree, 3=Agree Somewhat, 4=Disagree, 5=Strongly Disagree)

	2007-2008 Mean	Fall 2007 (N=21)	Spring 2008 (N=13)
1. The tutor knows and understands the subject matter of this course	1.595	1.57	1.62
2. The tutor explained the subject so I could understand	1.525	1.43	1.62
3. The tutor listened to me to understand my problems	1.355	1.33	1.38
4. The tutor asked questions to check my comprehension	1.600	1.43	1.77
5. The tutor was friendly, courteous and patient	1.395	1.33	1.46
6. The tutor's rate of instruction was appropriate	1.530	1.52	1.54
7. I plan on using one or more of the techniques discussed	1.625	1.48	1.77
8. The tutor encourages me and makes me feel I have the ability to do well	1.570	1.29	1.85
9. The session was helpful to me as a student	1.395	1.33	1.46
10. I would recommend the tutor to other students	1.355	1.33	1.38

Appendix K: LEC Tutoring Survey Statistics Fall 2005-Spring 2006
(9.7% of tutees surveyed responded to survey)

(1=Strongly Agree, 2=Agree, 3=Agree Somewhat, 4=Disagree, 5=Strongly Disagree)

	2005-2006 Mean	Fall 2005 (N=29)	Spring 2006 (N=33)
1. The tutor knows and understands the subject matter of this course	1.595	1.83	1.36
2. The tutor explained the subject so I could understand	1.655	1.76	1.55
3. The tutor listened to me to understand my problems	1.555	1.66	1.45
4. The tutor asked questions to check my comprehension	1.865	2.00	1.73
5. The tutor was friendly, courteous and patient	1.330	1.48	1.18
6. The tutor's rate of instruction was appropriate	1.800	1.90	1.70
7. I plan on using one or more of the techniques discussed	1.67	1.79	1.55
8. The tutor encourages me and makes me feel I have the ability to do well	1.73	1.79	1.67
9. The session was helpful to me as a student	1.72	1.86	1.58
10. I would recommend the tutor to other students	1.71	1.97	1.45

Appendix L:

Learning Enhancement Center Patronage 2005 - 2008						
	2005-2006		2006-2007		2007-2008	
Main Campus Undergraduate	1721	22%	1685	23%	1683	23%
LEC Tutees	417	65%	316	71%	352	68%
Tutees/Undergraduates	24.25%		18.74%		20.93%	
Main Campus Graduate Students	1505	19%	1480	20%	1533	21%
LEC Tutees	103	16%	66	15%	108	21%
Tutees/Graduate Students	6.83%		4.45%		7.07%	
CAPA	817	10%	756	10%	695	9%
LEC Tutees	103	16%	56	13%	54	10%
Tutees/CAPA students	12.57%		7.35%		7.80%	
RCA/ Off Campus Students	3906	49%	3566	48%	3461	47%
LEC Tutees	19	3%	7	2%	5	1%
Tutees/RCA or Off Campus Students	0.49%		0.19%		0.16%	

University of La Verne Department of Institutional Research, Fact Book 2004-2008

Appendix M: Tutor Hours of Availability

Spring 2009									
Subject	Tutors	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.	Total
Accounting	Hughes, Ashley	0	0	0	2	0	0	0	2
SPSS	Johnson-Moore, Toya	0	4	3.5	4.5	2	0	0	14
Business	Dai, Ning	0	2	2	7	0	0	0	11
Business	Tsai, Fred	7.5	0	7.5	0	0	0	0	15
Drop in Writing	Keller, Graham	2	0	1	2	0	0	0	5
Drop in Writing	McDonald, Jeniece	2	0	0	0	0	0	0	2
Drop in Writing	St. Louis, George	0	0	1.5	0	0	0	0	1.5
Drop in Math	Cooley, Courtney	0	2	0	2	0	0	0	4
Economics	Keagy, Elizabeth	0	0	4	0	0	0	0	4
French	Schmidt, Aline	0	4.5	2	2	0	0	0	8.5
Math	Baghdadlian, Jennifer	0	1.5	0	3	0	0	0	4.5
Math	Cooley, Courtney	4	0	4	0	0	0	0	8
Math	Gutierrez, Jacer	4.5	1	2.5	0	1	0	0	9
Math	Ramirez, Melly	1.5	0	2	0	2.5	0	0	6
Online Tutoring	Hansen, Lierin	0	0	0	4	0	0	0	4
Online Tutoring	Keller, Graham	0	0	0	0	2	0	0	2
Online Tutoring	McDonald, Jeniece	0	0	0	0	0	2	0	2
Sciences	Fairman, Melinda	1	1	2.5	4	2	0	0	10.5
Sciences	McDonald, Jeniece	0.324	0.324	0.432	0.432	0.432	0	0	1.94
Spanish	Delgado, Elias	0	0	0	5.5	4	0	0	9.5
Writing	Beni, Alyse	3	3.5	2.5	5	0	0	0	14
Writing	Gonzalez, Nicee	2	2	3.5	2	3.5	0	0	13
Writing	Gutierrez, Jacer	4.5	1	2.5	0	1	0	0	9
Writing	Hansen, Lierin	0	0	5	4	6	0	0	15
Writing	Keller, Graham	4	2	0	1	2	0	0	9
Writing	Marquez, Marcella	1.5	1.5	2	2	2	0	0	9
Writing	McDonald, Jeniece	1.176	1.176	1.568	1.568	1.568	0	0	7.06
Writing	McSweeney, Aubry	3	3	0	0	0	0	0	6
Writing	St. Louis, George	4	4	4	4	0	0	0	16
Writing	White, Geraldine	2	4.5	0	4	2	0	0	12.5
Total		48	39	54	60	32	2	0	235
Average		2.82	2.29	2.84	3.16	2.29	2	0.00	7.83

Appendix N: LEC User vs. Non-LEC User Data

	N	Avg. Entrance GPA	1st Semester GPA	8th Semester GPA	Cumulative GPA	Term 5 Retention	4 Yr Graduation Rate
3 Yr User	10	3.56	3.19	3.44	3.20	100.0%	70.0%
2 Yr User	38	3.50	3.17	3.24	3.08	100.0%	60.5%
1 Yr User	34	3.47	3.19	3.32	3.17	100.0%	85.3%
LEC User	82	3.49	3.18	3.30	3.13	100.0%	71.9%
Non User	300	3.49	3.12	3.34	3.21	76.0%	53.7%
All	382	3.49	3.13	3.33	3.19	81.2%	57.6%

Appendix O: LEC Contingency Funding Request

- For AY10-11, the LEC estimates the need for 3600 hours of tutoring to meet demand (25% increase over AY09-10 actuals, less a 10% no show/cancellation rate)
 - 1620 hours in fall (45%)
 - 1980 hours in spring (55%)
- *Current LEC funding* allows for the following¹:
 - 1180 hours in fall (440 hours short of target)
 - 1440 hours in spring (540 hours short of target)

Supplemental Budget Request: \$20,760.00

Fall Semester Breakdown		
		\$ 10,380.00
<u>Description</u>	<u>Hours/Sem.</u>	<u>Funding Required</u>
5 math tutors ²	150 hours	\$ 4,500.00
2 SI Leaders (math) ³		\$ 1,700.00
In-house writing	70 hours	\$ 630.00 ⁴
Online writing	20 hours	\$ 180.00
Intn'l Writing Spec. ⁵	160 hours	\$ 2880.00
Gen Ed tutors	40 hours	\$ 360.00
Sciences	14 hours	\$ 130.00

Total fall semester *increase*: 454 hours (0.86% over target total)

Spring Semester Breakdown		
		\$ 10,380.00
<u>Description</u>	<u>Hours</u>	<u>\$ Required</u>
5 math tutors	150 hours	\$ 4,500.00
1 SI Leader (math)		\$ 850.00
In-house writing	100 hours	\$ 900.00
Intn'l Writing Spec.	160 hours	\$ 2880.00
Online writing ⁶	100 hours	\$ 900.00
GE & Sciences	38 hours	\$ 350.00

Total spring semester *increase*: 548 hours (0.40% over target total)

¹ These allocations do not include tutoring hours provided by tutors funded through external sources

² FTF/PTF math tutoring rate: \$30/hour x 150 hours (5 tutors x 2 hrs/week x 15 weeks) = \$4500.00

³ Additional supplemental instruction (SI) sessions will be needed to account for the increased enrollment in Math 102 courses this fall and will require the hiring of two additional SI leaders for fall and one SI leader for spring.

⁴ Based on an average peer tutor pay rate of \$9.00/hr.

⁵ International Student Writing Specialists: \$18/hr x 160 hours (2 tutors x 5 hrs/week x 16 weeks) = \$2880.00

⁶ Increased online tutoring hours should be offered to support the online tutoring pilot program with 1 RCA campus during spring 2011.