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Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.

Non-Instructional Programs Three Year Program Review

Service Area

Academic Affairs Tutoring Lab

Period of Three Year Review

January 2013 to January 2015

NAME/TITLE/SIGNATURES:

Completed by *Volette Polloi* Volette Polloi, Instructional Assistant Date 3/12/15

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Received by Institutional Research Office on:	Date	Name and Initial of receiving personnel
	3/18/15	Ligaya Sam <i>[Signature]</i>

Appendix A: Service Area Review Assessment Date

The purpose of the Academic Affairs Tutoring Lab, under the Academic Affairs Division, is to provide high-quality instruction in both vocational and academic programs to ensure students acquire the skills and attitudes needed to enter the workforce or to continue their educational careers. This purpose supports the overall institutional mission statement by providing and meeting the technical, academic, cultural and social needs of the students and the community by also promoting learning opportunities and developing personal excellence.

In the year of 2013, the Academic Affairs Tutoring lab provided a total of 208 individual tutoring in developmental math courses to various students attending the Palau Community College. Additionally, in that same year, individual tutoring in developmental English courses added up to 249 individual encounters. Furthermore, various students attending the college also consulted the AA Tutoring Lab for assistance with other courses (which include SC, SS, BA, CO, TH, and HP courses). These general tutoring services for the year of 2013 totaled up to 85 consultations.

There was a slight decline in the trends analysis for the year of 2014. The number of individual tutoring in developmental math courses for that year decreased to a total of 108. Individual tutoring in developmental English also experienced a slight decrease and summed up to 214 consultations. The general tutoring in various courses in 2014 were only 62 encounters. I believe that this slight decrease may have been affected by the fact that during the semester of Fall 2014, the sole tutor in the AA Tutoring Lab gained additional responsibilities that would entail a closure of the AA Tutoring Lab. Such responsibilities include stepping into the developmental English classrooms during laboratory time, as well as assisting in the college's internship process.

The Academic Affairs Tutoring Lab's goals are: 1) to provide academic support to ensure students' success in developmental English courses; and 2) to provide academic support to ensure students' success in developmental math courses. Its objectives are to have 70 % of the students enrolled in English and math developmental courses, who received services from the AA Tutoring Lab, succeed at the end of the semester. Unfortunately, the assessment tools are still being developed as of this time and will be implemented at the end of the spring semester of 2015.

Since 2013 until the present, the Academic Affairs Tutoring Lab has only one tutor who is an Instructional Assistant under the English Department of the Academic Affairs. This tutor's duties include tutoring services to students who need assistance in the developmental English or math courses in the college. Additional duties of the tutor also include assisting the instructors of the developmental English and math courses when needed. For the time being, having only one tutor in the tutoring lab is sufficient. The possession of adequate skills for this service area is apparent. However, should any opportunities for professional development relating to the instruction/tutoring of developmental English and math courses present themselves, the Academic Affairs Tutoring Lab is amenable to such professional training.

The Academic Affairs Tutoring Lab has satisfactory facilities to support its services. The present equipment may not be enough to support this particular area's goals and objectives. But, fortunately, the lab will be provided with at least two computers or the students' use and to assist with the tutoring of

English writing prior to the end of the spring semester of 2015. As such, these two computers will fundamentally aid in the tutoring processes. The lab also has a total of two long tables, three benches and four chairs for its students. The tables and benches are in fair condition; however, the chairs are in poor condition. There are also times when such equipment cannot accommodate the number of students seeking help. This service area does not generate any revenue.

There is no evaluation of previous program review action plans because this is the first program review for this service area.

This service area's strengths are its location and the number of personnel. Its location, away from the central campus, makes it ideal for the students to seek tutoring services without any reservations. Furthermore, with only one tutor in the service area, the student and the tutor are able to form a cooperative connection through individualized tutoring. The student is able to be comfortable with a tutor who is aware of that particular student's strengths and weaknesses. That is not to say that there is no need for improvement. For improvement, the Academic Affairs Tutoring Lab will need peer tutors to meet the number of students seeking assistance. Furthermore, these additional peer tutors may also be able to man the tutoring lab when the Instructional Assistant has to be present at the English and math labs or is assisting with the internship process. Also, additional learning resources (such as books or interactive learning programs for computers) may motivate students to utilize the services of the lab.

Based on the current program review results, the program action plan for the next three years is to obtain at least two desktop computers for the students' use. This action plan is intended to improve the services by ensuring that the students will be able to complete their English works before leaving the tutoring lab. Luckily, this action plan is being implemented and computers will be given to the Academic Affairs Tutoring Lab before the end of the spring semester of 2015. Another action plan for the next three years is to find at least two peer tutors through the Federal Work Study Program. These peer tutors will assist with the tutoring process and the addition of such tutors may enable the lab to meet the needs of more students. There are no major resources requests save for better tables, benches and chairs. However, these are not critical and the lab is able to function with what is has at the present moment.

Appendix B: Goals/Objectives

Goals	Objectives
Goal 1 – To provide academic support to ensure students’ success in developmental English courses.	Objective 1.1: 70 % of students enrolled in English developmental courses who received services from the AA Tutoring Lab will succeed at the end of the semester.
Goal 2 – To provide academic support to ensure students’ success in developmental Math courses.	Objective 2.1: 70 % of students enrolled in Math developmental courses who received services from the AA Tutoring Lab will succeed at the end of the semester.

Appendix C: Evidence

(Copies of AA Tutoring Lab log sheets can be furnished upon request and with the approval of students for the release of their names [FERPA])

Appendix D: All Assessment Tools

(Assessment tools are under development)

Appendix E: Service Area Assessment Calendar

2015

May 20 - **SPRING SEMESTER 2015 ASSESSMENT**

July 22 - **SUMMER SESSION 2015 ASSESSMENT**

December 9 - **FALL SEMESTER 2015 ASSESSMENT**

2016

May 18 - **SPRING SEMESTER 2016 ASSESSMENT**

July 27 – **SUMMER SESSION 2016 ASSESSMENT**

- All assessments will be given at the end of each semester to all of the recurring student tutees at the Academic Affairs Tutoring Lab.

Appendix A: Service Area Review Assessment Data

MISSION OF SERVICE AREA

1. State the purpose (mission statement) of this service area.

The Academic Affairs Division provides high-quality instruction in both vocational and academic programs to ensure students acquire the skills and attitudes needed to enter the workforce or to continue their educational careers.

2. How does the purpose (mission statement) of the service area support the overall institutional mission statement?

The mission statement of the service area supports the overall institutional mission statement by providing and meeting the technical, academic, cultural and social needs of the students and the community by also promoting learning opportunities and developing personal excellence.

TRENDS ANALYSIS

1. Use the data provided to indicate trends for each of the following measures:

Services/Activities	2012	2013	2014
Individual developmental math tutoring	-	208	108
Individual developmental English tutoring	-	249	214
Individual general tutoring (SC, SS, BA, CO, TH, HP)		85	62

2. Use data provided to indicate trends in staffing:

Staffing	Management level	Professional Level	Classified Level	Student Workers
Year 1	-	-	-	-
Year 2	0	0	0	1
Year 3	0	0	0	1

GOALS/OBJECTIVES ASSESSMENT SUMMARY

Year 1: N/A

Service Area Goals/Objectives	Assessment Tools	Expected Outcome	Assessment Results	Action Plans

Year 2: 2013

Service Area Goals/Objectives	Assessment Tools	Expected Outcome	Assessment Results	Action Plans
<p>Goal 1 – To provide academic support to ensure students’ success in developmental English courses</p> <p>Objective 1.1: 70 % of students enrolled in English developmental courses who received services from the AA Tutoring Lab will succeed at the end of the semester.</p>	<p>No assessment tools</p>			
<p>Goal 2 – To provide academic support to ensure students’ success in developmental math courses</p> <p>Objective 2.1: 70 % of students enrolled in math developmental courses who received services from the AA Tutoring Lab will succeed at the end of the semester.</p>	<p>No assessment tools</p>			

Year 3: 2014

Service Area Goals/Objectives	Assessment Tools	Expected Outcome	Assessment Results	Action Plans
<p>Goal 1 – To provide academic support to ensure students’ success in developmental English courses</p> <p>Objective 1.1: 70 % of students enrolled</p>	<p>Assessment tools are being developed and will be implemented soon</p>			<p>Begin implementing assessment tools after Spring 2015</p>

Yes.

4. Do any personnel need professional development in order to improve services in this service area? If so, list those areas of need. Base this response on assessment results and/or other college plans.

Yes. Any professional development opportunities with regards to English or math tutoring would be appreciated in order to ensure that our students are given the best quality education that they deserve.

FACILITIES AND EQUIPMENT

1. Are available general use facilities, such as office and work spaces, adequate to support the service area? If no, provide response based on assessment results and/or other college plans.

Yes, they are.

2. Is available equipment adequate to support service area goals/objectives/student learning outcomes? If no, provide response based on assessment results and/or other college plans.

No, but computers for student use (in English writing) will be presented to the tutoring lab by the end of school year 2014-2015; those particular equipment will assist greatly in the achievement of our goals. Additionally, there are times when the tables and benches in the lab are not enough to accommodate the number of students who are in the lab.

3. Does the service area generate revenue?

No, it does not.

EVALUATION OF PREVIOUS PROGRAM REVIEW ACTION PLANS

Indicate the status of the previous program review action plans

Action Plan Activity/Objectives	Status Complete/Ongoing/Incomplete	Explanation
This is the first program review for this service area.		

SERVICE AREA STRENGTHS AND IMPROVEMENT NEEDS

1. List and explain service area strengths.

Its location, away from the central campus, makes it ideal for students to ask for tutoring services without any qualms. Furthermore, with only one tutor at the service area, the student and the tutor are

able form a cooperative connection, with the tutor knowing that particular student's strengths and weaknesses.

2. List and explain service area improvement needs.

For improvement, the AA Tutoring Lab needs additional tutors to meet the number of students needing assistance. Furthermore, learning resources (reference books, interactive learning resources, etc.) may prompt students to find the AA Lab an ideal place to improve their math and English skills.

SERVICE AREA ACTIONS PLANS

Based on this current program review results, describe the program action plan/s for the next three (3) years. Include necessary resources.

Action Plan Activity/Objectives	How will this action plan improve services/activities?	Needed Resources (if any)	Timeline
Obtain at least two desktop computers for student use	Students will be able to complete English essays that they have been working on prior to leaving the AA Tutoring Lab	Computers – (2)	Implemented – Computers will be given to the AA Tutoring Lab before the end of Spring 2015
Find at least two peer tutors through the Federal Work Study program to assist in the tutoring process	More tutors will enable the AA Tutoring Lab to meet the needs of more students and studying with peers may be more successful	Tutors (2)	Beginning Fall 2015

RESOURCE REQUEST

Type of Resource	Description	Estimated Amount Requested	Justification
Personnel	NONE		
Facilities	NONE		
Equipment	NONE		
Supplies	NONE		
Software	NONE		
Training	NONE		
Other	NONE		
Total	0		

Appendix B: Goals/Objective/SLOs – ILO Mapping

Appendix C: Evidence (All assessment data within review cycle)

Appendix D: All Assessment Tools

Appendix E: Service Area Assessment Calendar