

them to pursue other advanced courses required by certificates of transfer. The ASC also offers peer tutoring for most courses on campus.

3.7 Summarize any key student learning or service outcomes (SLOs) since the last review.

None

3.8 Identify how you have used the assessment of student learning or service outcomes to update or make changes to curriculum, delivery of content/services, or the development of new goals.

We would like to wait to answer this question until the program assessment project is completed.

Please insert a copy of the SLO Assessment and Report form.

Assessment Plan and Report Template

Program: Academic Support Center Division (if applicable): Business & Technology

Year: 2011-2012 Author: Amelia Akers-Martin and Chia Chen

Course (if applicable): IS 010A Tutor Training

Plan				Report		
Program Outcomes	Course Outcomes	Assessment Measures and	Schedule for	Assessment Results	Use of Results	Effect on the

		Criteria	Assessment			program
	The students will be able to differentiate between teaching and tutoring, and clarify the responsibilities of a tutor.	<p>1. Major Activity: Written assignment</p> <p>Assessment Instrument: short essay Performance Criteria: 90% of students will achieve 90% comprehension</p> <p>2. Major Activity: Role-play Scenario</p> <p>Assessment Instrument: Peer Feedback and Critique Performance Criteria: 90% of students will achieve 80% accuracy</p> <p>3. Major Activity: Practical final</p> <p>Assessment Instrument: Observation (Rubrics)</p>	Every 5 years	All students met this goal. They were assigned to read handouts and participate in group discussion. A written report was submitted by each student and graded by the instructor.	Reinforce student tutors' concept regarding the tutor's role and responsibilities.	Establish a high standard for the tutoring program with trained and professional tutors.

		Performance Criteria: 90% of students will receive a score of $\geq 75\%$				
	The students will be able to apply components for an effective tutoring session, including pre-session, practice and post-session.	1. Major Activity: Session Plan Design Assessment Instrument: Students will design a half-hour tutoring session plan in their tutoring subject areas Performance Criteria: 90% of students will be able to design a tutoring session plan including pre-session, practice and post-session components. 2. Major Activity: Student self-evaluation Assessment Instrument: 20 point	Every 5 years	All students met this goal. They completed an assignment of tutoring session plan. A group discussion and activity was engaged in the class.	Student tutors had experienced the approaches/steps of conducting a tutoring session and will be able to offer tutoring session more effectively.	Establish a high standard for the tutoring program with trained and professional tutors.

		check list Performance Criteria: 90% of students will receive a score of ≥ 15				
	The students will be able to describe significance of verbal and non-verbal techniques that promote active listening, and demonstrate effective questioning techniques.	<p>1. Major Activity: Written assignment</p> <p>Assessment Instrument: short essay Performance Criteria: 90% of students will achieve 80% comprehension</p> <p>2. Major Activity: Role-play Scenario</p> <p>Assessment Instrument: Peer Feedback and Critique Performance Criteria: 90% of students will achieve 80% accuracy</p> <p>3. Major Activity: Practical final</p>	Every 5 years	All students met this goal. Students learned this module through not only written form like a handout, but also through role plays.	Improve student tutors' communication skills	Establish a high standard for the tutoring program with trained and professional tutors.

		<p>Assessment Instrument: Observation (Rubrics) Performance Criteria: 90% of students will receive a score of $\geq 75\%$</p>				
	<p>The students will be able to identify appropriate strategies for tutoring based on student's most effective learning style.</p>	<p>1. Major Activity: Written assignment</p> <p>Assessment Instrument: short essay Performance Criteria: 90% of students will achieve 90% comprehension</p> <p>2. Major Activity: Practical final</p> <p>Assessment Instrument: Observation (Rubrics) Performance Criteria: 90% of students will receive a score of $\geq 75\%$</p>	<p>Every 5 years</p>	<p>All students met this goal. They were asked to complete an assignment regarding learning styles.</p>	<p>Provide effective and efficient tutoring based on individual students' learning pace and habit.</p>	<p>Establish a high standard for the tutoring program with trained and professional tutors.</p>

		<p>3. Major Activity: Student self-evaluation</p> <p>Assessment Instrument: 20 point check list Performance Criteria: 90% of students will receive a score of ≥ 15</p>				
--	--	--	--	--	--	--

Assessment Plan and Report Template

Program: Academic Support Center Division (if applicable): Business & Technology

Year: 2011-2012 Author: Amelia Akers-Martin and Chia Chen

Course (if applicable): IS 947 Supervised Tutoring

Plan				Report		
Program Outcomes	Course Outcomes	Assessment Measures and Criteria	Schedule for Assessment	Assessment Results	Use of Results	Effect on the program
	Students attending Supervised Tutoring (IS 947) will be	Students who utilize services a minimum of 75% of recommended	Every 5 years	Tutoring session records showed that students made progress	Based on the assessment result, we found the most common areas that	<ul style="list-style-type: none"> • Create more types of tutoring services to

	more successful in their designated co-curricular credit course(s) than students in similar credit courses who do not.	attendance hours for tutoring (18 hours) will be more successful. Data will be retrieved from Tutoring Center records and Mission College/District research databases.		by using tutoring. However, we need more support from college researcher to generate measurable data for future service analysis.	students feel difficult and need to improve. Using the information, the ASD faculty can enhance the current tutoring program and develop new curriculum to assist students in their academic success better.	<p>meet individual students' learning needs.</p> <ul style="list-style-type: none"> • Employ more tutors in the high demand subjects to fulfill the demand.
	Students will be able to integrate and apply their skills and knowledge from different disciplines.	<p>Major Activity: Student survey</p> <p>Assessment Instrument: Students will be surveyed at the end of the semester. 75% of students will be able to achieve this goal. Data will be retrieved from Tutoring Center records and Mission College/District research databases.</p>	Every 5 years	We used Angel to survey students. Only 20% of students replied the survey.	The survey result will be applied on service improvement and tutor training, like lab policy and course registration process, scheduling method and continuous tutor training workshops.	This result can be used for program improvement and tutor/staff continuous development.

Assessment Plan and Report Template

Program: Academic Support Center Division (if applicable): Business & Technology

Year: 2011-2012 Author: Amelia Akers-Martin

Course (if applicable): IS 950: Academic Achievement

Plan				Report		
Program Outcomes	Course Outcomes	Assessment Measures and Criteria	Schedule for Assessment	Assessment Results	Use of Results	Effect on the program
	Students attending Academic Achievement will be more successful in their designated co-curricular credit course than students in similar courses who do not.	<p>1. Major Activity: Research Database</p> <p>Assessment instrument: Course records and college research databases.</p> <p>Performance Criteria: Students who attend a minimum of 75% of recommended attendance hours for IS 950 (18 hours) will be more successful in their</p>	Every 5 years	Class was first offered in Fall 2010. No assessments have been completed yet.		

		designated co-curricular courses.				
	Students will document an improvement in a minimum of one individual learning need as a result of attending IS 950.	<p>1. Major activity: Written assignment</p> <p>Assessment instrument: Questionnaire</p> <p>Performance Criteria:</p> <p>Students who attend a minimum of 75% of recommended attendance hours (18 hours) will document an improvement.</p>				

--	--	--	--	--	--	--

Assessment Plan and Report Template

Program: Academic Support Center Division (if applicable): Business & Technology

Year: 2011-2012 Author: Amelia Akers-Martin and Chia Chen

Course (if applicable): IS 949: College Study Skills

Plan				Report		
Program Outcomes	Course Outcomes	Assessment Measures and Criteria	Schedule for Assessment	Assessment Results	Use of Results	Effect on the program
	Explain study skills weaknesses and strategies to improve those weaknesses.	1. Major activity: Written assessment Assessment instrument: Short essay at end of semester. Performance criteria: 75% of students will achieve a passing score on the rubric.	Every two years.	Course was offered for the first time in Fall 2010. Assessment was not completed.		
	Incorporate college study skills	1. Major Activity:	Every two			

	strategies into a personal study regimen.	<p>Written Assignment.</p> <p>Assessment instrument: Short essay at end of semester.</p> <p>Performance criteria: 75% of students will achieve a passing score on the rubric.</p>	years.			
	Select members of a support network to offer further assistance in college.	<p>1. Major Activity: Written assignment</p> <p>Assessment instrument: Academic Support Network Chart</p> <p>Performance Criteria: 75% of students will satisfactorily complete the chart, based on the rubric.</p>	Every two years.			