

# Academic Skills Center Program Review 2014

## *Developing Independent Learners*

Report for Carson, Douglas, and On-line Tutoring generated by Josh Fleming, ASC Coordinator/Professor of English. \*\*A smaller review of the Fallon Academic Skills Center, written by Ron Belbin, is attached as well.

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# Academic Skills Center Review Report

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## Program Description

<b>College Mission</b>	<b>Program Mission</b>
<p>Western Nevada College inspires success in our community through opportunities that cultivate creativity, intellectual growth and technological excellence, in an environment that nurtures individual potential and respects differences.</p>	<p>The mission of the Western Nevada College Academic Skills Centers is to provide full academic support and community to students in the form of free tutoring and computer use with the intention of helping students become active and independent learners.</p>

<b>College Goals</b>	<b>Program Goals and Outcomes</b>
<p>Improve student success in program completion and graduation rates.</p> <p>Ensure institutional excellence in teaching, programs and services.</p> <p>Embrace our college's many communities and respond to their diverse needs.</p>	<p>ASC staff support students in a range of subjects.</p> <p>ASC services support instructors and programs via tailored services and</p> <p>The ASC offers tutoring in many, many subjects and offers group tutoring and welcomes/facilitates various learning communities and cohorts(Native American, Latino)</p>

## Short Description

The Academic Skills Center in Carson is responsible for providing tutoring support in a wide range of subjects: Accounting, American Sign Language, Business, Biology, Chemistry, Computer Usage, English, Geology, Geography, Math (All levels), Physics, Psychology, Reading, Spanish, Statistics, and Study Skills. While tutoring is offered at the Fallon Academic Skills Center, its administration falls to Ron Belbin, and his condensed report will be attached as well. The service I administer extends from Carson (all subjects) to the Douglas campus, where limited tutoring is offered in a range of subjects, and also on-line tutoring is now offered for English, math, and biology.

The Academic Skills Centers offers a blend of professional (degree-holding) and peer (student) tutors. To provide a historical perspective: In 2005, the Academic Skills center averaged between 10-14 tutors, and we now support between 30-35 tutors. Our LOA budget used to be 42,000 and now routinely exceeds \$60,000. (We are finishing 2014, having spent roughly \$72,000 on tutors. Our open hours are Monday through Thursday, 9:00 a.m.-8:00 p.m. and Friday/Saturday 9:00 a.m.-4:00 p.m.

### Holistic Overview Assessment:

Since I began administering the center in 2007, we have experienced a tremendous increase on all fronts. The number and range of tutors have increased. We went from averaging around 10-14 tutors in the traditional center to having 30-38 tutors with increased offerings at the Douglas center and on-line. **The number of hours students using the center has increased exponentially, and we are approaching 40,000 hours of usage when usage during the last 5-year period during program review averaged around 5-10,000 hours of usage per year. What is remarkable is that this increase *does not* take into account the increases associated with on-line tutoring or increased tutoring at the Douglas campus because our assessment of these on-line offerings has not been up to speed. Hopefully, as our on-line platform (Canvas) stabilizes and endures, we can craft better assessment measures. (Right now, we offer between 4-6 tutors for on-line math, English, and geology tutoring.)**

Personally, I felt rather consumed with the minor activities of ordering contacts, interviewing new tutors, arranging schedules, and doing many of the activities which an administrative assistant might normally have done. On the positive side, I received a good amount of exercise shuttling documents back and forth between the ASC and Barbara Ford, another person who merits praise this year.

There are several data sources included in this study. Our own Accutrack tracking system for monitoring student usage contributes significantly to this study as does a quality/satisfaction SurveyMonkey assessment generated in collaboration with Troy Wadsworth (Programmer/Analyst Supervisor).

While the Program Review will break down recommendations and needs in more detail, the overall assessment of the program from my perspective is straightforward:

- ASC Tracking Software (Accutrack) charts huge leaps in usage in virtually all subjects.

- Satisfaction surveys, separated according to faculty and students, clearly demonstrate we are providing a consistent and excellent service.
- We continue to do more with less, but we are “riding on fumes” to a certain extent, stretched both in terms of funds, physical space, and a lack of clerical support.

**Recent Changes to Infrastructure:**

- The temporary walls were removed to create a more open, inviting atmosphere. Also, “one-shot” funds were utilized to purchase several very large and quality whiteboards, replacing the chalkboards which lined the center previously. Several portable, large whiteboards have also been purchased, and small whiteboards for individual instruction are available as well. Tutoring for biology, which has always been a “hit and miss” proposition, received a big boost this year, as we requested and received a number of rather expensive items (model brains, hearts, torsos, etc.) for use in the ASC. These are kept under lock and key in the ASC and Renee Magrini directs students in study groups to take advantage of these resources.
- Funds were used to purchase a PowerLite multimedia projector and speakers so as to enhance training sessions held periodically throughout the year. In addition, training videos were purchased from North Carolina State University by WNC library services so as to support tutor training.

**Proposed Changes to Infrastructure:**

- Expand the ASC according to recent proposal submitted to WNC administration
- Adopt the latest Accutrack software and use it at the Carson, Douglas, and Fallon tutoring areas. In addition, it is recommended that Adult Basic Education also receive the latest software as they are also using the dated Accutrack software. The latest software can utilize the latest communication and assessment technologies (texting appointments to students, etc). For a detailed analysis of this software, please read the report I wrote on Accutrack’s latest software (included in the “Supplementary Materials” portion of the report.)

## Concerns or Trends Affecting the Program

The 4 main trends that affect our program include:

1. On-line tutoring
2. Tutor Training
3. Physical space
4. Future funding
5. Marketing of ASC services

### Trend 1: On-line Tutoring

We offer on-line tutoring and traditional, face-to-face tutoring, but on-line tutoring will continue to be outsourced in various ways. Right now, WNC students are allowed a certain number of hours via resources like SmartThinking and BrainFuse—-independent, on-line tutoring services. These resources do not threaten our “home-grown” tutoring offerings, and the ASC actively promotes utilization of these often overlooked resources.

On-line tutoring needs to be better tracked and assessed. The shifting platforms (Blackboard, WebCT, Moodle, Canvas) have complicated these matters, and the influx of “free” tutoring allowed through Canvas via state resources and “BrainFuse” further complicate assessment, but some overarching assessment needs to be made.

On-line tutoring for math and English is in place. While the long-term hope is to move on-line tutoring into a learning platform such as Canvas, the rather frequent and disruptive shifts across learning platforms has caused me to create an independent and straightforward [website](#) which utilizes Skype until the learning platform roller coaster evens out.

**WNC Online Math Tutoring** Search this site

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### Introduction

**Program Information**

This page will be used mainly for contact information and help on our new online math tutoring program out of the Academic Skills Center. 0% of the budget was used for this page (and it shows).

The way it works is to contact a tutor during their hours via Skype, which will facilitate talking to one another, and math problems will be drawn on the online Groupboard pages each tutor has set up. Just remember, each tutor has only one whiteboard, so don't crowd the thing! On Groupboard, you just set your name in the lower righthand corner so we all know who we're talking with.

Pretty simple? We think so, and we hope you do too. If you have any suggestions on how we're setting up or what we're using, please voice them... we're new to this too and we'd like to make this a very valuable resource for students who can't always make it into the Academic Skills Center.

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### Tutors

Name	Skype Username	Groupboard Link	Subjects
Ben Wassum	<a href="#">benwassum</a>	<a href="#">Groupboard 181947</a>	Math 95-181 (up to Calc 1, including 120)
Aaron Smith	<a href="#">smithaaron009</a>	<a href="#">Groupboard 179528</a> Password: 1234	All levels, except 120

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### Hours

**Ben:** Sunday 9:00pm-11:00pm, Wednesday 10:30pm-11:30pm, Thursday 9:00am-12:00pm, Friday 9:00am-11:00am. Available for appointments.

**Aaron:** Monday 3:00pm-7:00pm, Tuesday 9:00am-12:00pm, Wednesday 3:00pm-6:00pm. (starting 2/11/13)

[Home](#) | [Introduction](#) | [Tutors](#) | [Hours](#) | [Feedback](#) | [www.My.Boards.com](#)



Nevada students can now get free tutoring in multiple subjects - from english and math to chemistry and nursing thanks to a grant through the Library Services and Technology Act (LSTA) administered by the Nevada Institute of Museum and Library Services. Click on this [Brainfuse link](#) or the Brainfuse logo above to get started! Look at this [Brainfuse video tutorial](#), [Student Guide](#), [flier](#), or contact [Valerie Andersen](#) for more information.



\*\*\*BrainFuse Tutoring Service will be available for the next two years through a state-wide grant. Assessment of participation in this site is provided by BrainFuse upon request. This recent report from March 2014 gives a sense of how the service is being underutilized:

General Statistics from March 2014 for WNC BrainFuse Usage	
<b>Total Usage (Live Tutoring, , Writing Lab, Study Room, and Flashbulb Usage)</b>	<b>1,011</b>
<b>Page Views (Flashbulb, Brainwave, MEET, and Test Center)</b>	<b>957</b>
<b>Total: Live Tutoring and Writing Lab</b>	<b>54</b>
Live Tutoring Sessions	11
Average Length of Tutoring Session (minutes)	38
Total Minutes	421
Test Center Visits	2
Writing Lab Submissions	41
Unique Visits	176

Sessions by location	
Remote	11

Average number of sessions per hour of the day (military time)	
15	0.03
16	0.03
17	0.13
18	0.06
19	0.1
<b>Average:</b>	<b>0.07</b>

Average number of sessions per day of the week	
Sunday	0.6
Monday	0.8
Tuesday	0.2
Wednesday	0.2
Saturday	0.4
<b>Average:</b>	<b>0.44</b>

Subjects Requested %	
College General Chemistry	45.45%
College Writing	36.36%
College Algebra	9.09%
College Biology	9.09%

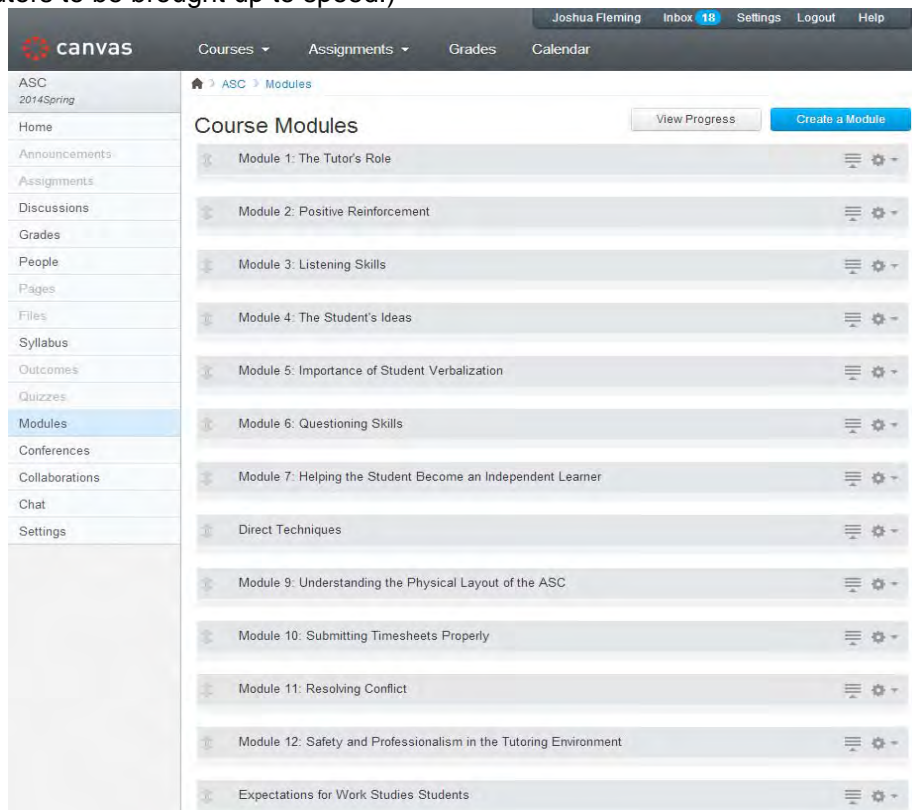
Services Selected	
Homework Help	20.37%
Quizzes	3.7%
Writing Lab	75.93%



## Trend 2: Tutor Training

In the distant past at the Carson ASC, tutor training was done via designated courses for credit, which were taught by the ASC Coordinator (At this point, this position was a full-time one.). This has never been the case in my tenure at the ASC, and training has been accomplished via paid tutor training sessions in which tutors receive their hourly wage for training received. New tutors frequently are paired with experienced tutors so as to heighten tutor learning and collaboration.

Also, one-on-one tutor training has been combined with on-line platforms such as WebCT and Blackboard to facilitate training. We have returned to the group training sessions without the hybrid component but the new Canvas tutor training site is under construction at the moment and should be in place for Spring semester 2015. The on-line site is critical for the ASC because it allows for efficient training of tutors—no matter when they join the tutoring team. (Oftentimes, I have specific requests and/or needs for a new tutor, and the on-line site allows these tutors to be brought up to speed.)



### \*\*\*New Tutor Training Site Within Canvas Learning Platform

Please note that the Carson ASC routinely has 2-3 work studies students, each of whom must be trained and whose payroll must be submitted separately to Temple Campana in Financial Aid.

### **Trend 3: Physical Space**

We are very busy and routinely reach seating capacity. (The fire code states that we can have no more than 39 people in the main seating area.) Over the last 5 years, many changes have been made to ensure maximum usage of the center. The temporary walls were removed to create a more open, inviting atmosphere. Also, “one-shot” funds were utilized to purchase several very large and quality whiteboards, replacing the chalkboards which lined the center previously. Several portable large whiteboards have also been purchased, and small whiteboards for individual instruction are available as well. Tutoring for biology, which has always been a “hit and miss” proposition, received a big boost this year, as we requested and received a number of rather expensive items (model brains, hearts, torsos, etc.) for use in the ASC. These are kept under lock and key in the ASC and Renee Magrini directs students in study groups to take advantage of these resources.

Funds were used to purchase a PowerLite Multimedia Projector and speakers so as to enhance training sessions held periodically throughout the year. In addition, training videos were purchased from North Carolina State University by WNC library services so as to support tutor training.

Improved Software: The Accutrack Software has been very helpful, but it is becoming dated, and I want to update it. It is rather expensive, but it has features which make it very appealing.

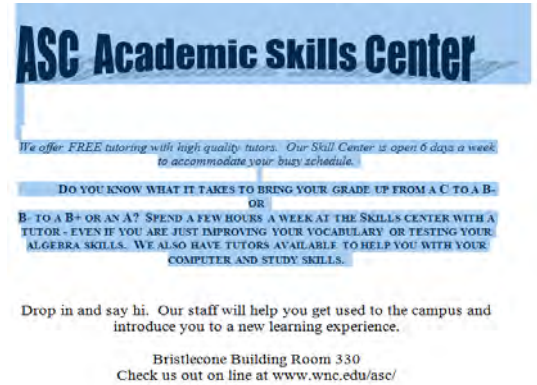
### **Trend 4: Future Funding**

When I began this job, there was a budget of \$42,000 and a dozen tutors. There was no on-line tutoring, and I had full-time administrative assistant to help with the various duties. Our budget now is set at 60,000 a year, LOA, a recent increase to meet the increased demands for tutors. (Every year for the past four years we have asked for—and received \$10,000-15,000—to augment our services.)

### Trend 5: Marketing the ASC

When I began this job, very few students were using the service, so I implemented—and continue to promote—a number of marketing efforts (see attachments):

- Printed and Electronic Flyers



**ASC Academic Skills Center**

We offer **FREE** tutoring with high quality tutors. Our Skill Center is open 6 days a week to accommodate your busy schedule.

**DO YOU KNOW WHAT IT TAKES TO BRING YOUR GRADE UP FROM A C TO A B- OR B- TO A B+ OR AN A? SPEND A FEW HOURS A WEEK AT THE SKILLS CENTER WITH A TUTOR - EVEN IF YOU ARE JUST IMPROVING YOUR VOCABULARY OR TESTING YOUR ALGEBRA SKILLS. WE ALSO HAVE TUTORS AVAILABLE TO HELP YOU WITH YOUR COMPUTER AND STUDY SKILLS.**

Drop in and say hi. Our staff will help you get used to the campus and introduce you to a new learning experience.

Bristlecone Building Room 330  
Check us out on line at [www.wnc.edu/asc/](http://www.wnc.edu/asc/)



## ACADEMIC SKILLS CENTER

Spring 2013 ◊ Bristlecone Room 330

(775) 445-4260 ◊ [www.wnc.edu/student-services/asc/](http://www.wnc.edu/student-services/asc/)

"Nothing can stop the man with the right mental attitude from achieving his goal; nothing on earth can help the man with the wrong mental attitude." - Thomas Jefferson

**Daily Hours**  
**Monday–Thursday: 9a–8p**  
**Friday: 9a–5p**  
**Saturday: 9a–3p**  
**Sunday: CLOSED**



**English**  
**Monday:** 10a-5:30p  
**Tuesday:** 9:30a-12:30, 1p-8p  
**Wednesday:** 10a-8p  
**Thursday:** 9:30a-12:30p, 1p-3:45, 4p-8p  
**Friday:** 10a-5p

**Reading**  
**Monday:** 11:30a-2p  
**Tuesday:** 2:30p-5p  
**Wednesday:** 11:30a-2p, 4p-5:30p

**Economics**  
**Tuesday:** 3p-8p  
**Wednesday:** 1p-2p  
**Thursday:** 3p-6p

**Spanish & French**  
**Monday:** 4p-5:30p  
**Tuesday:** 9:30a-12:30p

**Thursday:** 9:30a-12:30p  
**ASL**  
**Monday:** 2:30p-5p  
**Tuesday:** 1p-2:30p, 5:30p-6:30p  
**Wednesday:** 2:30p-5p  
**Thursday:** 1p-2:30p, 5:30p-6:30p

**Chemistry**  
**Monday:** 10:30a-8p  
**Wednesday:** 2:30p-8p  
**Thursday:** 6p-8p  
**Friday:** 9a-5p  
**Saturday:** 10:30a-1p

**Physics**  
**Monday:** 1p-5p, 6:30p-8p  
**Tuesday:** 2:30p-5p  
**Wednesday:** 12p-5p  
**Thursday:** 10:30a-5p, 6p-8p  
**Friday:** 9a-11a, 2p-5p  
**Saturday:** 10:30a-1p

**Math**  
**Monday:** 9a-8p  
**Tuesday:** 9a-8p  
**Wednesday:** 9a-8p  
**Thursday:** 9a-8p  
**Friday:** 9a-5p  
**Saturday:** 9a-3p

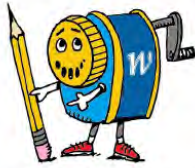
**Online Math Tutoring**  
 Hours, contact, and schedule available at <http://www.wnconlinemath.tk>

**Douglas Campus Tutoring**  
**(775) 782-2413**  
**Monday:** 11a-3p  
**Tuesday:** 2p-3p  
**Wednesday:** 12p-4p  
**Thursday:** 2p-5p  
**Friday:** 10a-5p

Other subjects offered include Statistics, Psychology, and Core Humanities. Schedule located inside ASC.

**ACADEMIC SKILLS CENTER**  
Bristlecone 330 ◊ (775) 445-4260

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**Free Online Math Tutoring!**

We're using Skype to deliver a new service to students. Tutors, subjects, and schedules are available on our website.

<http://www.wnconlinemath.tk/>

**ACADEMIC SKILLS CENTER**  
Bristlecone 330 ◊ (775) 445-4260

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- Facebook Presence: There is a Facebook site currently under construction, dedicated to promoting usage of our tutorial services
- Slides for widescreen television throughout Carson Campus advertise our services
- On-line tutors announce “traditional tutoring hours” and invite student participation.

### **Niches in the Community the Program Serves**

In addition to offering effective tutoring in all possible subjects, the ASC sponsors Study Skills workshops, and has hosted Job Application and Scholarship Essay Writing workshops at various times.

### **Creating Learning Communities and Cohorts**

Currently, our school has devoted a great deal of effort to developing learning communities, and Accutrack software has allowed our center to easily advance these projects. The “Latino Cohort” group best exemplifies the success of these efforts. A group of twenty or so Hispanic students has been kept together throughout different semesters and classes with close support from Financial Aid, Counseling and Student Services. Even the families of these students have been involved, and this tightly knit group employed our tutoring center to help advance their learning—and togetherness—even further.

**JumpStart Program:** Set to commence in Fall 2014, this program will bring with it several hundred students, all of whom are attached to a certain “cohort.” Now, these students will be well aware of the college’s resources and will either be encouraged and/or required to utilize the Academic Skills Center. Given that the total number of unduplicated students using the center last year reached 790, it is not unlikely that, out of the several hundred new high school students arriving, a significant fraction will utilize the center.

## Significant Goals in the Next Five Years

As suggested in the trends listed above, a comprehensive, affordable strategy for on-line tutoring needs to be in place. Similarly, an enduring, efficient tutoring training platform needs to be in place within Canvas.

### **Goal #1: Expand the physical layout, infrastructure, and staffing of the Academic Skills**

**Center:** It is often packed with students, and there are benefits to this heightened usage in terms of attracting students and creating an inviting atmosphere. We are at the point, however, where students may have difficulty finding seating, using a computer, working quietly one-on-one with students. I am optimistic that a proposal I recently proposed for expanding our services will be approved to some degree. This proposal, included under "Goal #1," encompasses a range of proposed alterations and improvements:

#### **Informal/Brief Proposal for Expansion submitted on 4/2/14:**

The program review I'm developing will make a better case for the needs, but here's a thumbnail sketch (I formally evaluated and made recommendations for LTCC's fledgling program several years ago, and the results on their end have been tremendous. I'm echoing those recommendations, and their results have been very positive.)

\*We routinely reach seating capacity (39), and we need to expand our physical space. Preferably, I'd like to maintain the central location we have within Bristlecone but expand to the math room adjacent to my office (the old ASC). Centrality of location is crucial to tutoring centers.

\*In terms of layout, I'm still pondering alternatives, but the idea is to create a math/science area and an English/writing area. I want to create an open floor plan and not compartmentalize more than necessary, other than the odd divider. Many of our tutors can work in both English and math, and I like that they can help out if needed in different subjects. The layout would need to keep this flexibility into account. I have no problem moving my office, either to a nearby open office in the adjacent hallway or perhaps we can rearrange the layout so that my office could be in a corner rather than sandwiched in between the ASC and the current math room. It is better, however, that I am close to the .53 assistant, so the faculty offices might not be the best option.

- Approximately a dozen computers and an extra printer or two in addition to necessary furniture, tables, considerable seating, and perhaps a few comfortable couches.
- If not already properly placed, I'd like high quality whiteboards installed as we have in the existing ASC.
- I'd like a multimedia screen available in the newly expanded area. (I already have a portable multimedia projector. purchased for training purposes.)
- I'd like a permanent sign placed at the top of the stairs (adjacent to the disabled access ramp [the one that's out of date]).
- I'd like an increase in funds for heightening and marketing our tutor offerings. Scott has given me a great deal of support, but we are still swamped, and I'd like to add some more tutors as soon as possible in preparation for expansion. \*I haven't determined the exact software/tracking system I want to use, but the improved Accutrack system (both ABE, the Fallon ASC, and Carson ASC use the same timekeeper). I'd like to use the latest tracking software designed for tutorial centers. (Scheduling, appointment reminders, etc. can really maximize efficient use of our tutors and promote group/cohort tutoring. My hope is that this shared approached to collecting data will help in assessing progress and needs across these support services [apples to apples, in other words].
- \*I'd like several quiet rooms (preferably glassed in) so that tutors can work one-on-one if need be with students. Along these lines, I work closely with Susan Trist and DSS students (one recently hired tutor is the designated liason for DSS student and her tutees often need one-on-one quiet support, but I still want to retain the ASC as a vibrant, social place as well.
- \*I'd like a .53 administrative assistant. (My time and talents are squandered by running contracts and answering phones outside my own office.)
- \*I will create a rigorous on-line tutor training site. (I've made two under different platforms and the one within Canvas is under development.)
- \*I would like to appoint a "lead" math and a "lead" English tutors at slightly higher pay rates (\$2.00-4.00 per hour) to facilitate more efficient scheduling and assist with the 40-50 tutors I will be coordinating

- I would like additional locking file cabinets and some funds to purchase supplies for study groups (chemistry, biology, etc.) Right now, we've been able to acquire some nice biology models, and they weren't cheap, but I'd like to be able to offer more models in other disciplines.
- I would like to keep on-line tutoring by our own tutors in a modest form. (We have the free, on-line service as it is from the state grant (BrainFuse), and my tutors pull double-duty as embedded tutors in a small number of on-line classes.)
- Summer school tutoring has always been a bit of a problem. I've volunteered every year since I worked for WNC to coordinate this much more limited tutoring while off contract, but it needs closer attention.
- I feel a B+ contract would be fair.

**Goal #2:** On-line Tutoring: The future of on-line tutoring at WNC is still a bit ambiguous at this point. Prior to the arrival of powerful tools such as SmartThinking and BrainFuse, my hope was to create a one-stop-shop for tutoring via Canvas wherein students could easily access tutors and tutoring resources. This section would provide students access to information about traditional tutoring, and, most importantly, allow them to meet with tutors on-line in an easy, central location. Also, tutor information, which is constantly changing, would be much easier for me to alter within this on-line platform. (Our current WNC page, while useful, is terribly difficult to alter in an expeditious manner.) These plans for expansion of our on-line offerings are on hold for the moment. Currently, we maintain a small number of on-line, "embedded" tutors in English, Geology, and Math. We will retain these services for the time being as they do more than just duplicate what BrainFuse or Smartthinking offer; these tutors extend a "personal" touch within the on-line classes and help promote our traditional (person-to-person) tutoring to students who might not otherwise visit our tutorial centers.

**Goal #3:** Collaborate with Disability Support Services to offer one-on-one tutoring for DSS students. We currently have one tutor able to provide this sort of support to our DSS students, and we would like to expand these offerings. This goal depends, in part, on the realization of the proposal (included above) recently submitted as quiet rooms and increased staffing is an absolute necessity.

**Goal #4:** Collaborate with Fallon ASC. We need to work together to promote our services. Currently, our marketing and training approaches are our own, and, despite the shared ASC website, we could profit from working together more closely. This will prove especially beneficial during evaluation time when there will be a greater likelihood for an "apples to apples" comparison and analysis.

**Goal #5:** Continue to expand our marketing efforts, promoting our services to all students, especially the newly arrived JumpStart cohort.

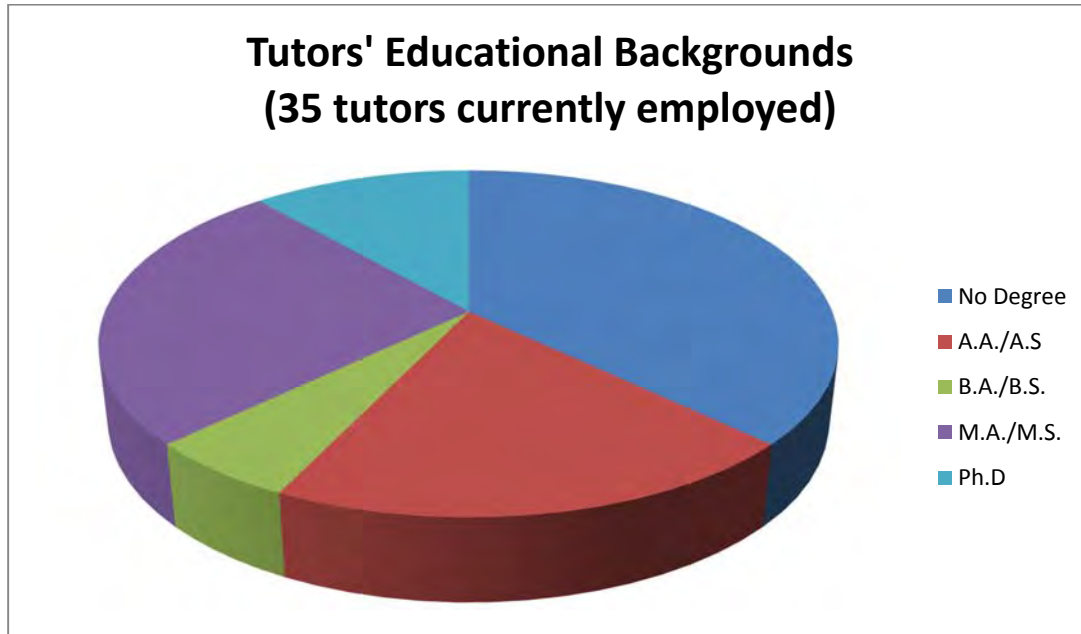
**Goal #6:** Develop tracking methods for improved utilization of tutorial services at the Douglas campus, other remote locations, and our own embedded on-line tutors. For example, we have a dedicated tutor for Construction Management and ASL who spend much of their time outside the Carson ASC in order to better render their services. Similarly, the evidence of the degree to which are embedded tutors are utilized is still a bit anecdotal and ambiguous in nature. It is our hope that the acquisition and installation of new tracking software will help us surmount these tracking and assessment issues.

**Goal #7:** Develop a rigorous on-line tutor training/interaction site which can work in conjunction with traditional tutor training sessions. This is mentioned in “Goal #1” but merits its own emphasis as it will be an ongoing project. The idea is to have it include multimedia lessons, periodic assessments, and real-world orientations for tutors at our varied locations (where are timesheets, how to fill them out and submit them, etc.) Also, and not unimportantly, tutors from Fallon would be able to utilize this site as well.



## Quality of Program

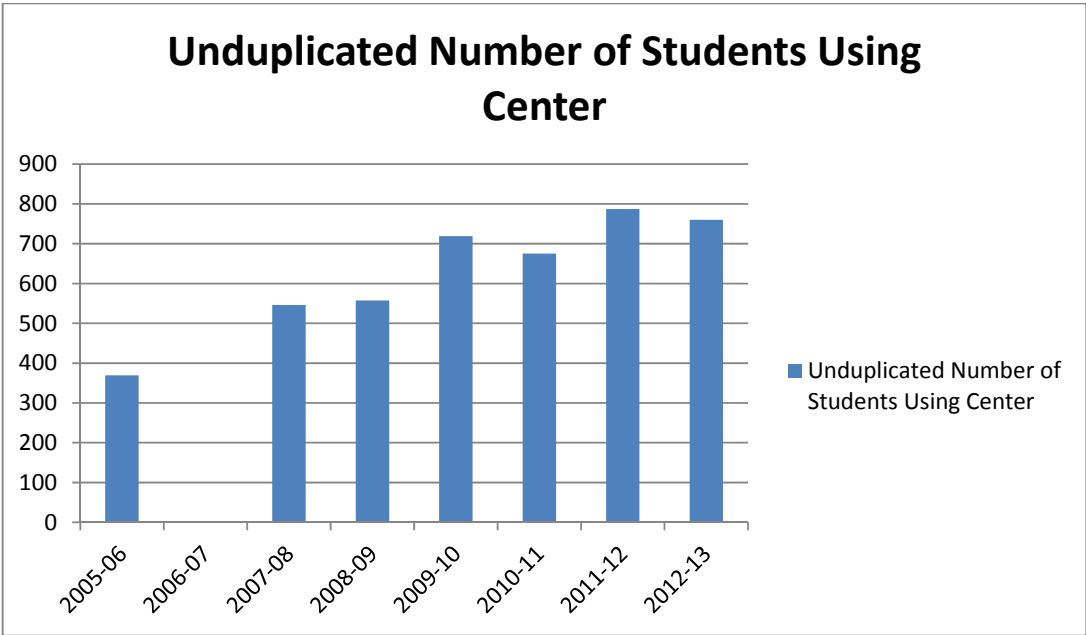
### ASC Staff Information:



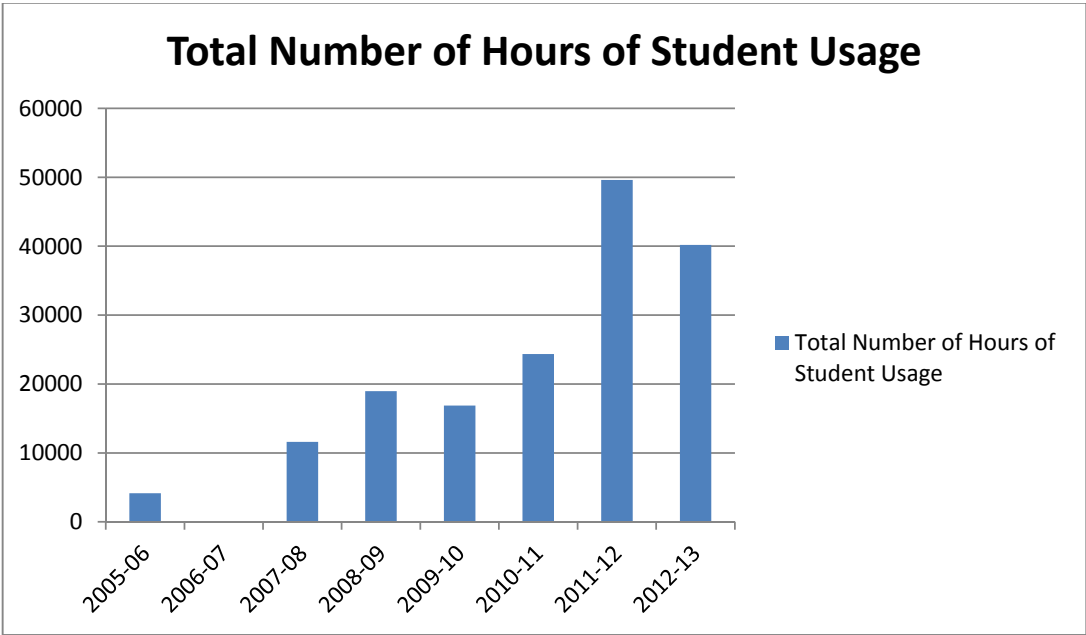
### Composition and Education of Tutors:

We have a lot of tutors, usually well over thirty, and they fluctuate on a regular basis, necessitating additional training and paperwork. I like the diversity of tutors, and, despite the additional work, would much prefer this diversity over a consistent and smaller group of professional (advanced degree holding) tutors. We continued to have a strong and diverse group of tutors, a nice mixture of peer (student) tutors and professional tutors (those with degrees). As coordinator, I prize the presence of peer tutors as they help to draw in students and often have some very recent experience with the subjects being tutored. One of our tutors, Maira Ibarra, went on to win the Regent's Award, while another graduated with a prestigious scholarship from Wellesley College and is now applying for a position at WNC. When I interview prospective tutors, I promise them that I will expose them to any and all professional activities which will enhance their job applications in the future, and I offer guidance and prompt writing of recommendations. I'm proud to say that many of our tutors have gone on to wonderful new occupations. Many tutors even retain their connections after obtaining new work, as one of our tutors, recently a full-time teacher in Alaska, still tutors on-line for English 101.

**Evidence of Usage:**



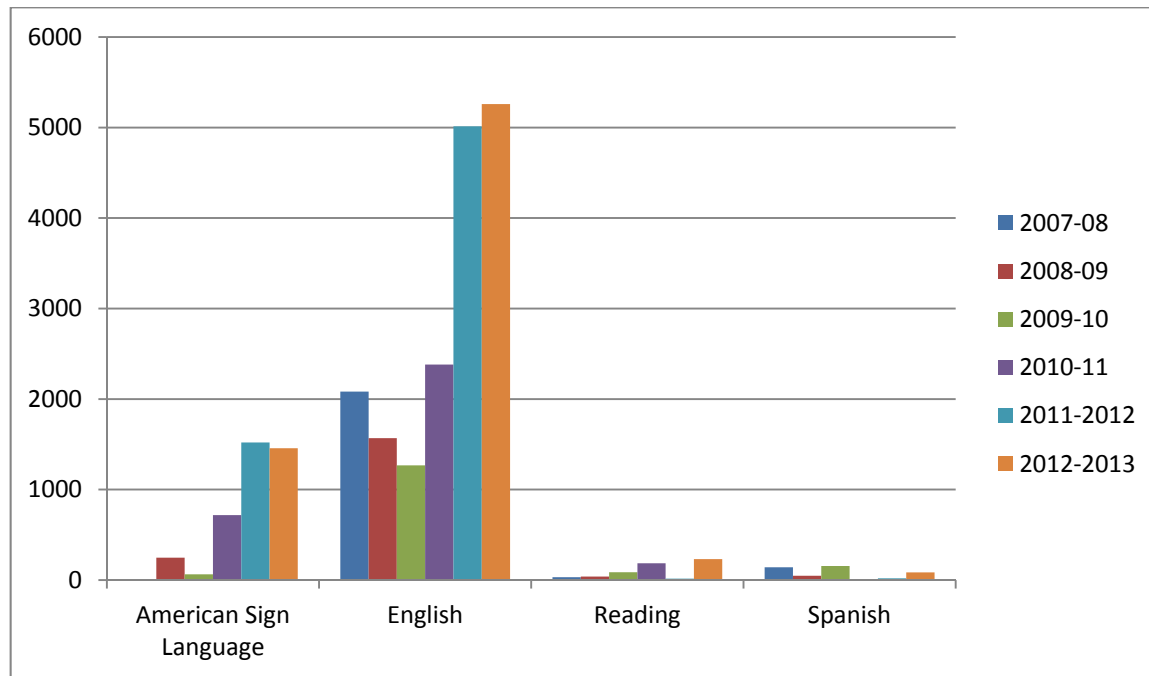
Note in the chart above the dramatic increase in student usage of the center through the years.



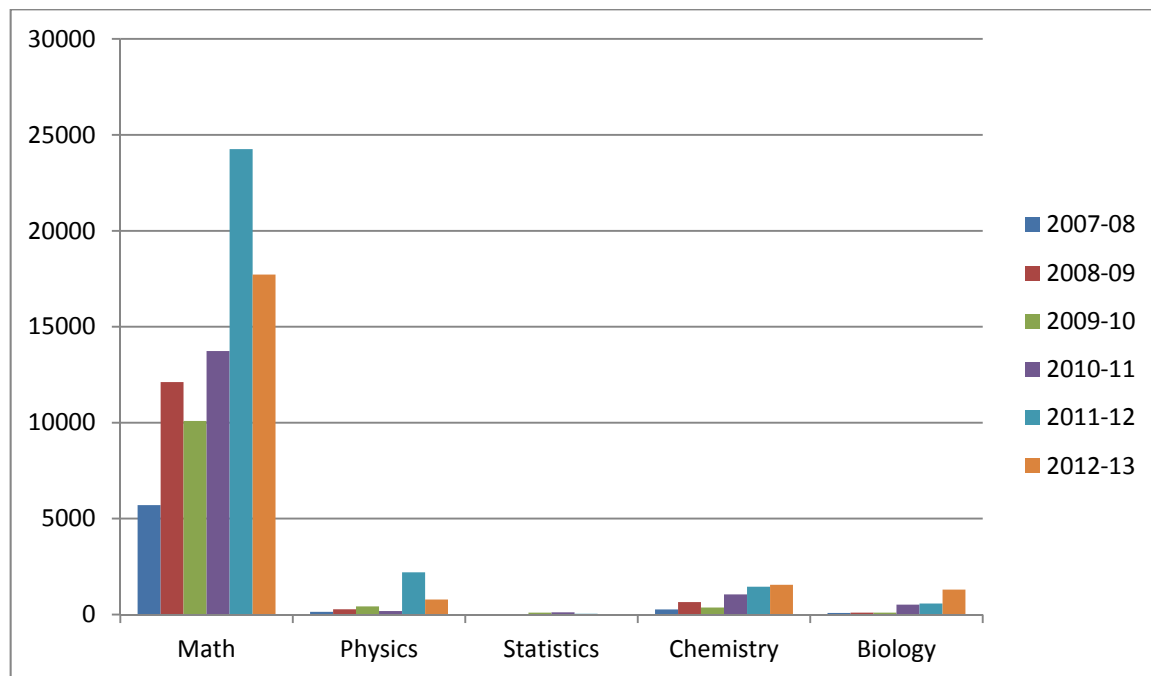
In terms of student usage of the center, we experienced about a sharp increase in usage from the average experienced during the years of the last program review. These statistics apply to usage of the

Carson Academic Skills Center only and do not apply to on-line tutoring in math or English. The years 06-07 are absent because of a switch to the latest Accutrack Software.

## Usage According to Disciplines



The numbers refer to student hours spent in the particular disciplines. What is not accurately represented in this graph is the amount of on-line support provided to students of English. Better assessment of this service is very much a goal in the years ahead.

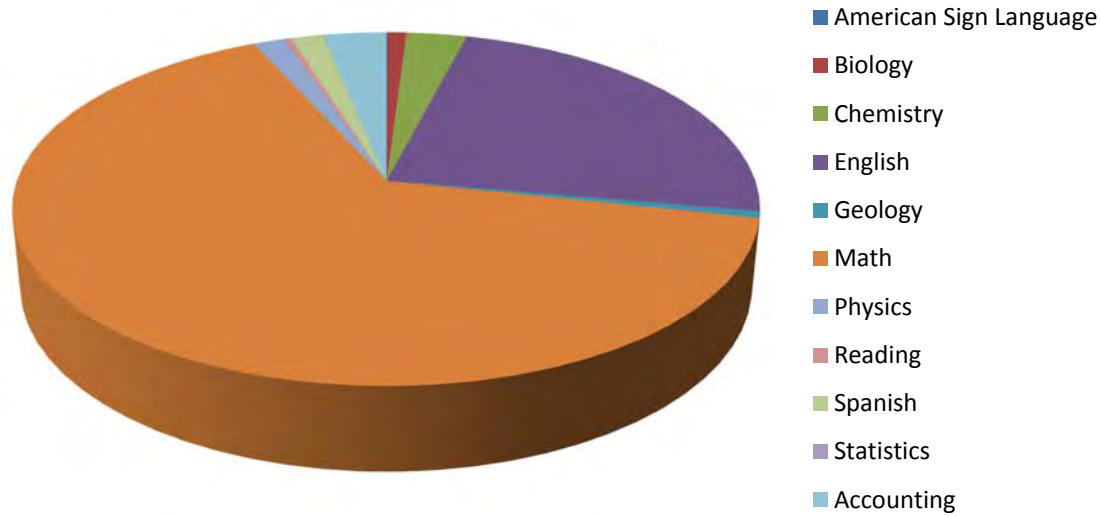


### Examining Trends in ASC Usage:

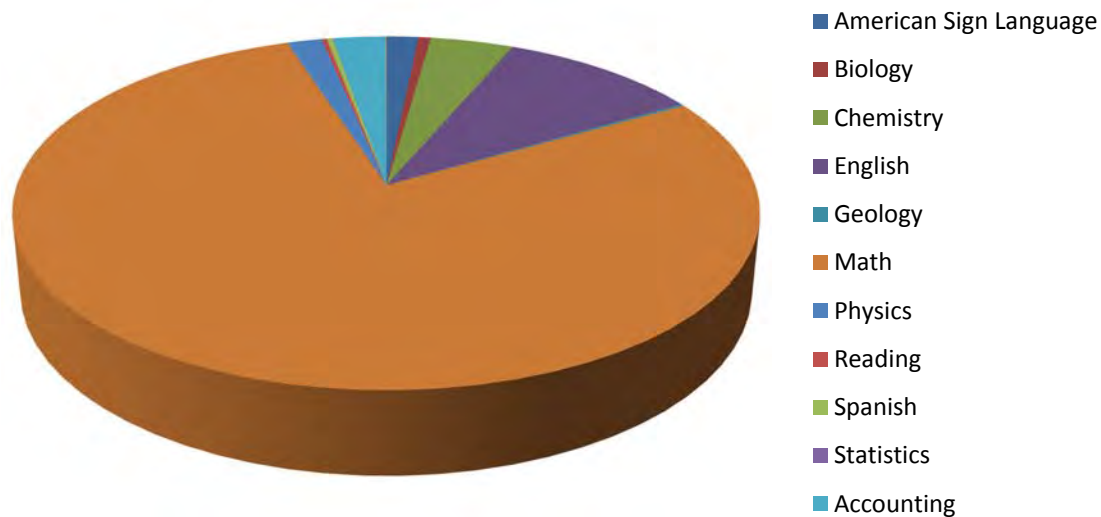
The numbers refer to student hours spent in particular disciplines. Reporting of usage in specific subjects can be problematic as some students simply classify their visit broadly under “math” without going ahead to look for “physics,” but general increases in usage can still be determined. Similarly, chemistry tutees drop in and note “math” because the tutor providing the service may also be skilled in providing math tutoring as well.

Also, usage depends on the specific tutors we have available. Traditionally, we have had difficulty in finding statistics and accounting tutors, resulting in some spikes in usage depending on the availability of that skilled tutor.

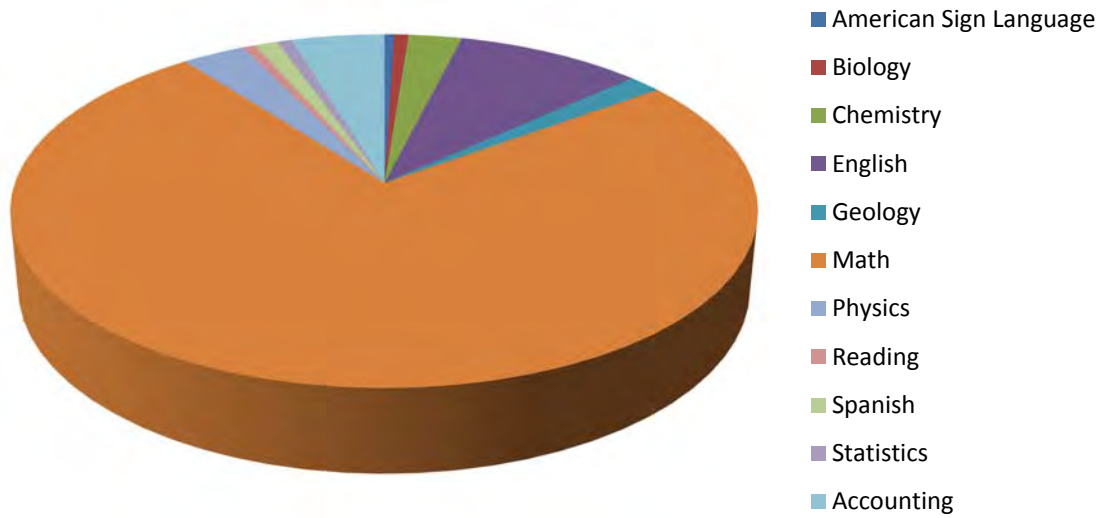
### 2007-08 Distribution of Subject Tutoring



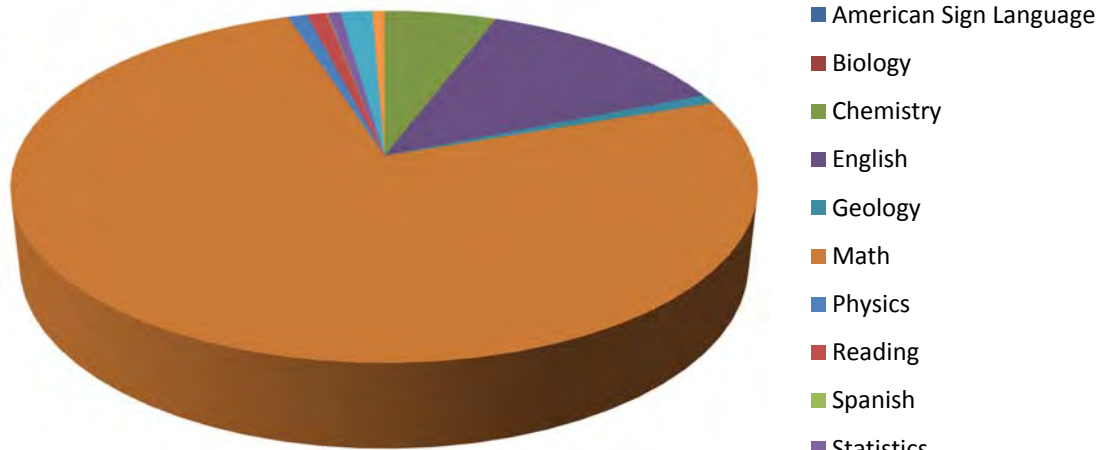
### 2008-09 Distribution of Subject Tutoring



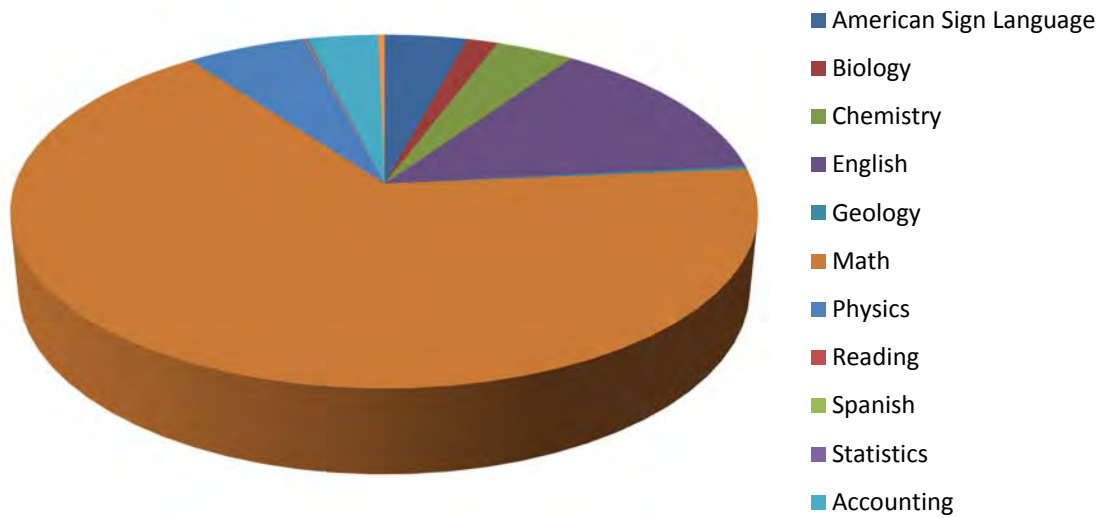
### 2009-10 Distribution of Subject Tutoring



### 2010-11 Distribution of Subject Tutoring

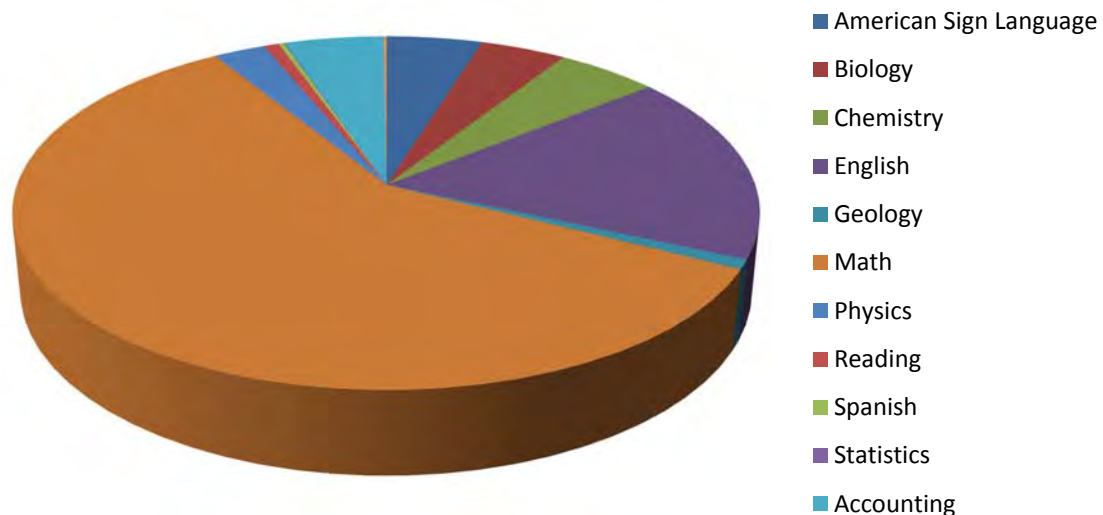


### 2011-2012 Distribution of Subject Tutoring





## 2012-2013 Distribution of Subject Tutoring



### Examining Trends in Distribution of Subject Tutoring:

The portion of the pie devoted to other than math-related subjects is increasing. It is crucial that all subjects are promoted and used, but comparing certain subjects such as math and English is an “apples and oranges” comparison, as it is far more likely for students to work one-on-one with English tutors, as opposed to our math tutors who frequently facilitate study sessions and tutor larger groups.

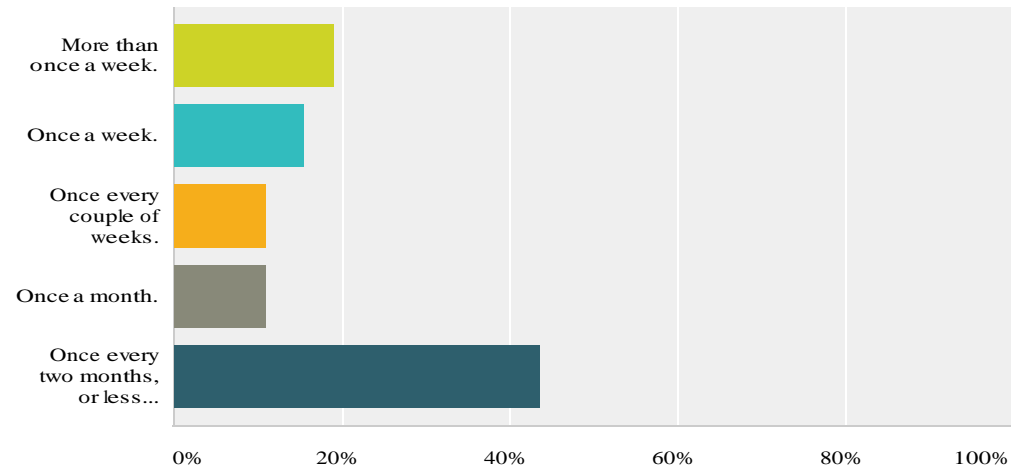
**Holistic Assessment of Student Satisfaction with ASC Program Services (See questions and response/graphs in the ensuing pages.)**

In the following pages, the “Survey Monkey” study, which was conducted in cooperation with Troy Wadsworth, assesses student experiences with tutoring and awareness of tutoring offerings at the Carson and Douglas facilities as well as on-line tutoring. Questions dealt with tutors’ professionalism, responsiveness, listening ability, professionalism, knowledge of subject, accessibility, and quality of service to name a few. In all of these areas, ASC tutors received extremely high reviews. The survey revealed areas that need some work as well, but they had to do primarily with student awareness of particular services such as on-line tutoring rather than the quality of the services themselves.

## Student Satisfaction with ASC Program Services (Survey Monkey with Statistically Significant Results):

**Q1 On average, I am in contact  
(email, phone and in-person) with  
this department.**

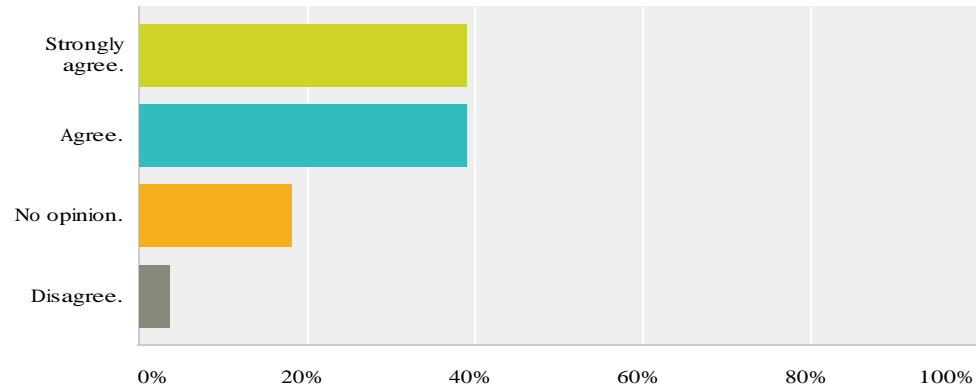
Answered: 110 Skipped: 0



Answer Choices	Responses	
<b>More than once a week.</b>	<b>19.09%</b>	21
<b>Once a week.</b>	<b>15.45%</b>	17
<b>Once every couple of weeks.</b>	<b>10.91%</b>	12
<b>Once a month.</b>	<b>10.91%</b>	12
<b>Once every two months, or less frequently.</b>	<b>43.64%</b>	48
<b>Total</b>		<b>110</b>

### Q2 Staff members listen well.

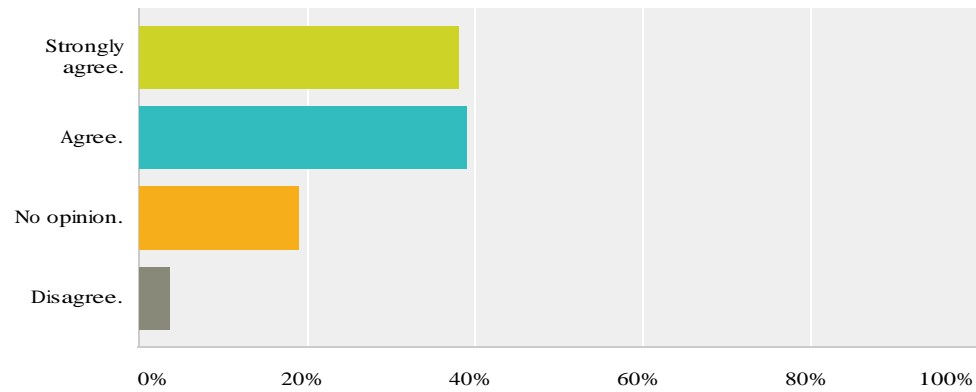
Answered: 110 Skipped: 0



Answer Choices	Responses
<b>Strongly agree.</b>	<b>39.09%</b> 43
<b>Agree.</b>	<b>39.09%</b> 43
<b>No opinion.</b>	<b>18.18%</b> 20
<b>Disagree.</b>	<b>3.64%</b> 4
<b>Total</b>	<b>110</b>

### Q3 Staff is always professional.

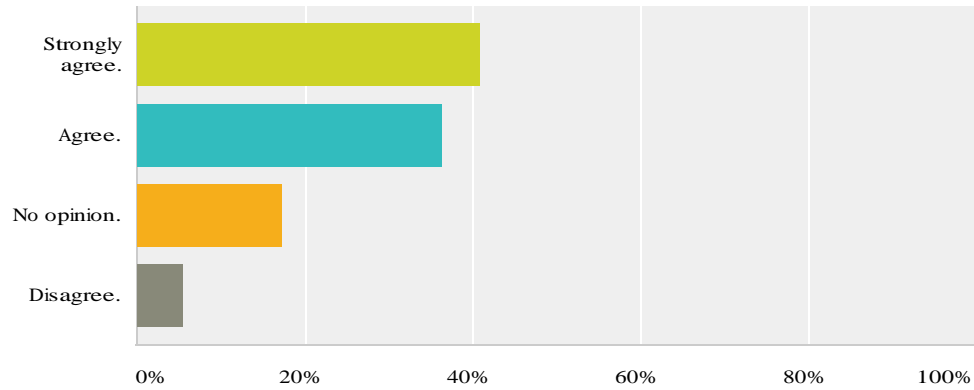
Answered: 110 Skipped: 0



Answer Choices	Responses	
<b>Strongly agree.</b>	<b>38.18%</b>	42
<b>Agree.</b>	<b>39.09%</b>	43
<b>No opinion.</b>	<b>19.09%</b>	21
<b>Disagree.</b>	<b>3.64%</b>	4
<b>Total</b>		<b>110</b>

### Q4 Staff is helpful in resolving problems.

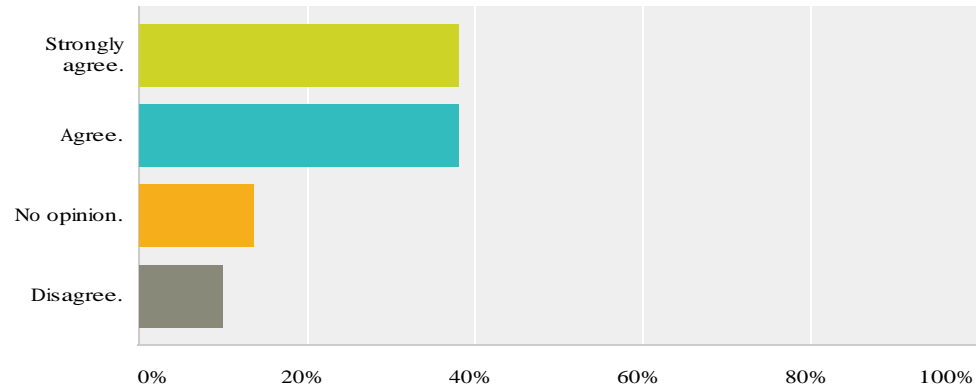
Answered: 110 Skipped: 0



Answer Choices	Responses
<b>Strongly agree.</b>	<b>40.91%</b> 45
<b>Agree.</b>	<b>36.36%</b> 40
<b>No opinion.</b>	<b>17.27%</b> 19
<b>Disagree.</b>	<b>5.45%</b> 6
<b>Total</b>	<b>110</b>

### Q5 Staff responds to my requests in a timely manner.

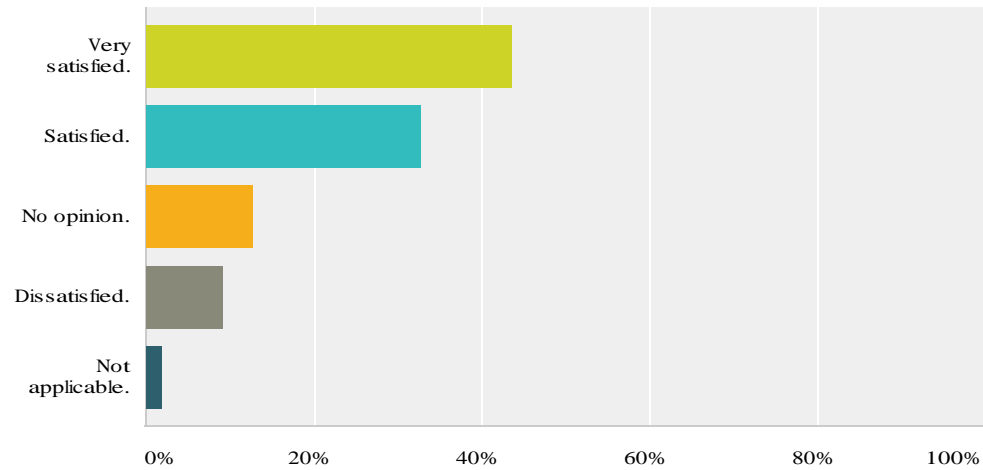
Answered: 110 Skipped: 0



Answer Choices	Responses
<b>Strongly agree.</b>	<b>38.18%</b> 42
<b>Agree.</b>	<b>38.18%</b> 42
<b>No opinion.</b>	<b>13.64%</b> 15
<b>Disagree.</b>	<b>10%</b> 11
<b>Total</b>	<b>110</b>

## Q6 Accessibility of the Academic Skills Center.

Answered: 110 Skipped: 0

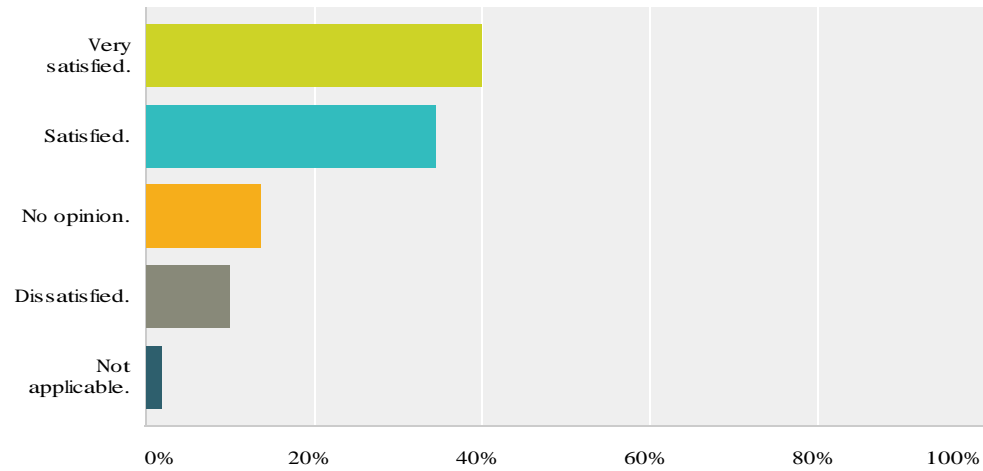


Answer Choices	Responses	
<b>Very satisfied.</b>	<b>43.64%</b>	48
<b>Satisfied.</b>	<b>32.73%</b>	36
<b>No opinion.</b>	<b>12.73%</b>	14
<b>Dissatisfied.</b>	<b>9.09%</b>	10
<b>Not applicable.</b>	<b>1.82%</b>	2
<b>Total</b>		<b>110</b>



### Q7 Efficiency of service.

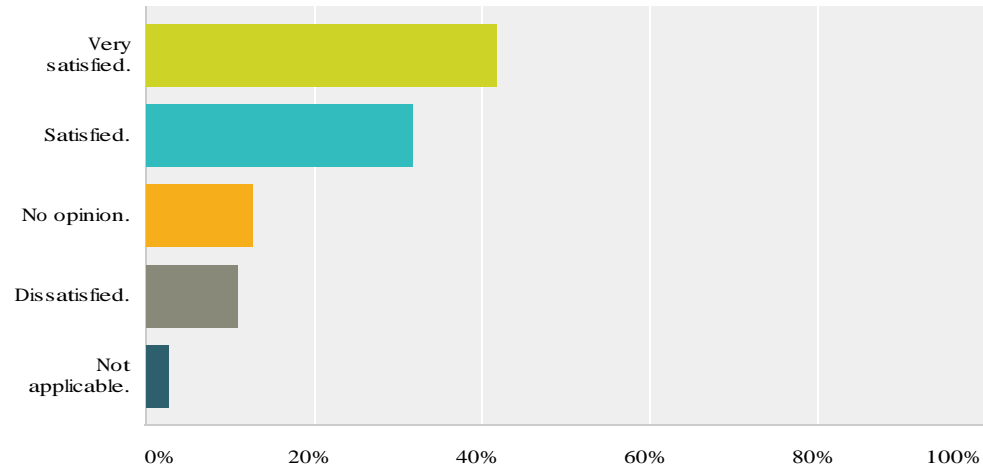
Answered: 110 Skipped: 0



Answer Choices	Responses	
<b>Very satisfied.</b>	<b>40%</b>	44
<b>Satisfied.</b>	<b>34.55%</b>	38
<b>No opinion.</b>	<b>13.64%</b>	15
<b>Dissatisfied.</b>	<b>10%</b>	11
<b>Not applicable.</b>	<b>1.82%</b>	2
<b>Total</b>		<b>110</b>

### Q8 Accuracy of information or advice provided by tutors.

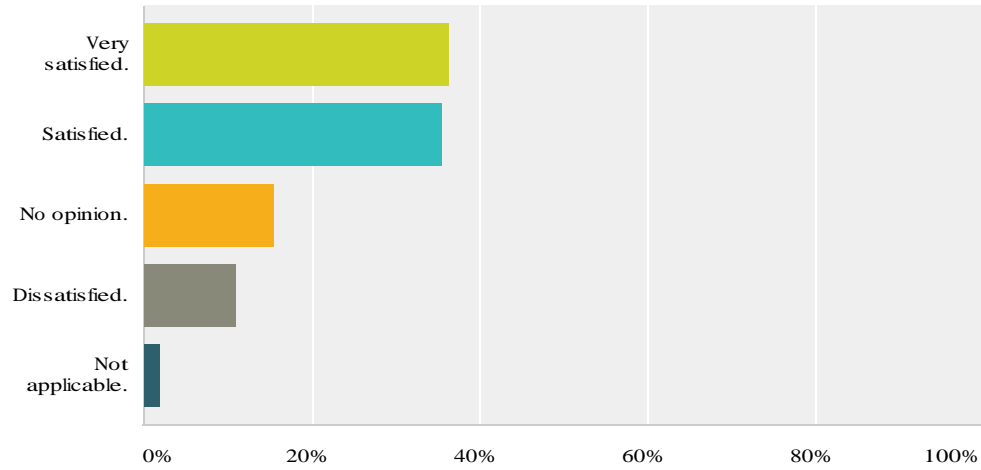
Answered: 110 Skipped: 0



Answer Choices	Responses	
<b>Very satisfied.</b>	<b>41.82%</b>	46
<b>Satisfied.</b>	<b>31.82%</b>	35
<b>No opinion.</b>	<b>12.73%</b>	14
<b>Dissatisfied.</b>	<b>10.91%</b>	12
<b>Not applicable.</b>	<b>2.73%</b>	3
<b>Total</b>		<b>110</b>

### Q9 Communication about services offered.

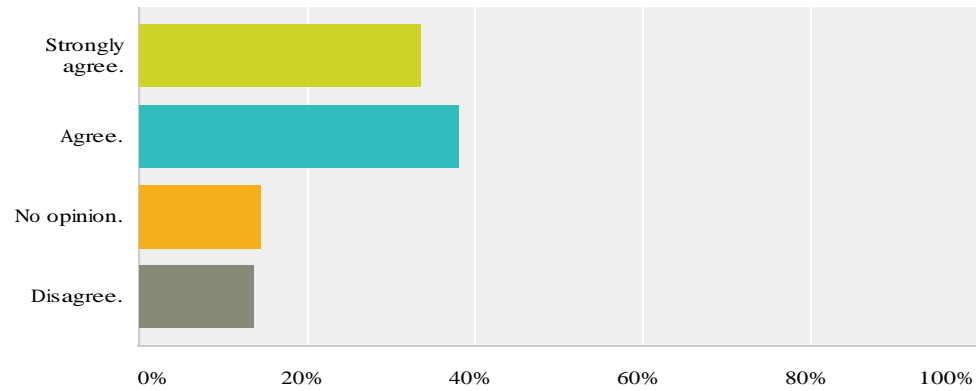
Answered: 110 Skipped: 0



Answer Choices	Responses	
<b>Very satisfied.</b>	<b>36.36%</b>	40
<b>Satisfied.</b>	<b>35.45%</b>	39
<b>No opinion.</b>	<b>15.45%</b>	17
<b>Dissatisfied.</b>	<b>10.91%</b>	12
<b>Not applicable.</b>	<b>1.82%</b>	2
<b>Total</b>		<b>110</b>

### Q10 This department's hours of operation are adequate to meet my needs.

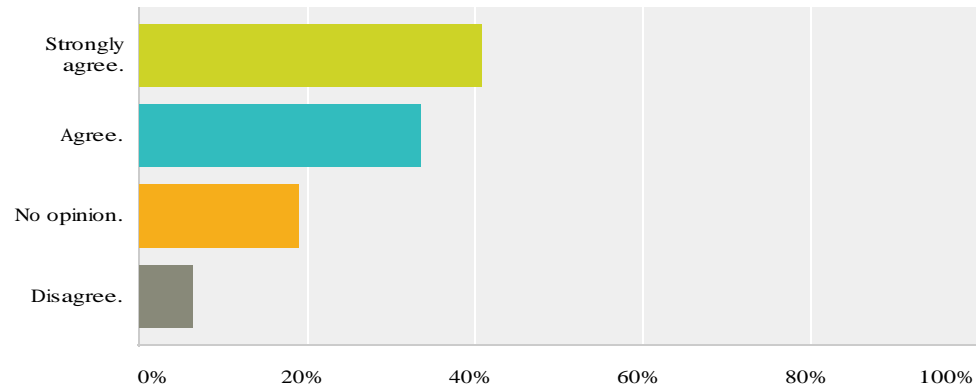
Answered: 110 Skipped: 0



Answer Choices	Responses	
<b>Strongly agree.</b>	<b>33.64%</b>	37
<b>Agree.</b>	<b>38.18%</b>	42
<b>No opinion.</b>	<b>14.55%</b>	16
<b>Disagree.</b>	<b>13.64%</b>	15
<b>Total</b>		<b>110</b>

### Q11 Overall, this department provides quality customer service.

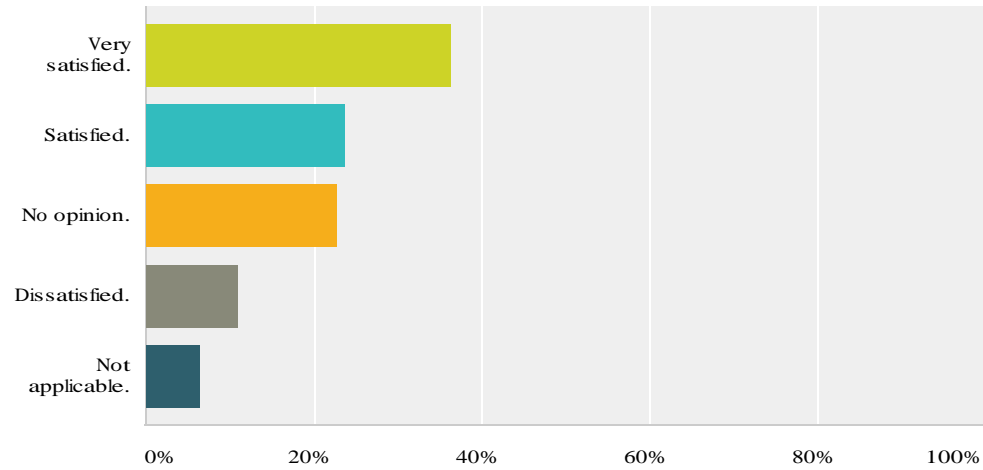
Answered: 110 Skipped: 0



Answer Choices	Responses	
<b>Strongly agree.</b>	<b>40.91%</b>	45
<b>Agree.</b>	<b>33.64%</b>	37
<b>No opinion.</b>	<b>19.09%</b>	21
<b>Disagree.</b>	<b>6.36%</b>	7
<b>Total</b>		<b>110</b>

### Q12 Individual tutoring.

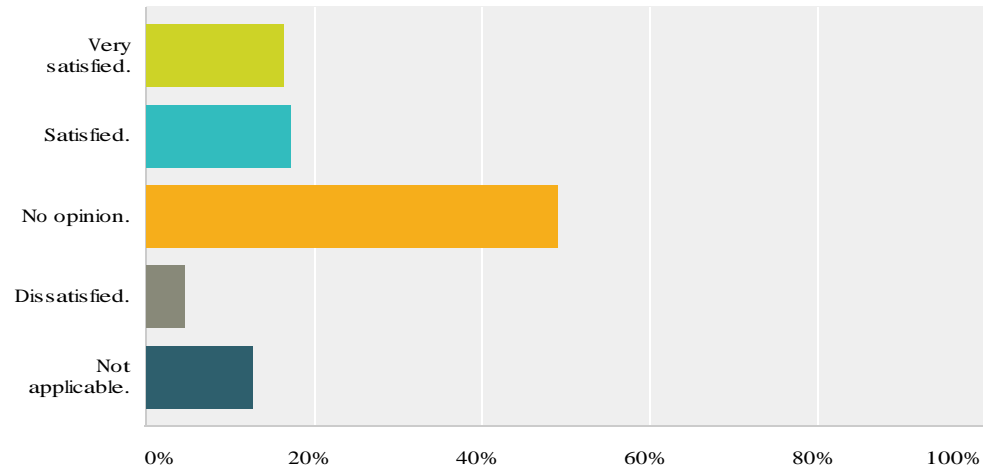
Answered: 110 Skipped: 0



Answer Choices	Responses	
<b>Very satisfied.</b>	<b>36.36%</b>	40
<b>Satisfied.</b>	<b>23.64%</b>	26
<b>No opinion.</b>	<b>22.73%</b>	25
<b>Dissatisfied.</b>	<b>10.91%</b>	12
<b>Not applicable.</b>	<b>6.36%</b>	7
<b>Total</b>		<b>110</b>

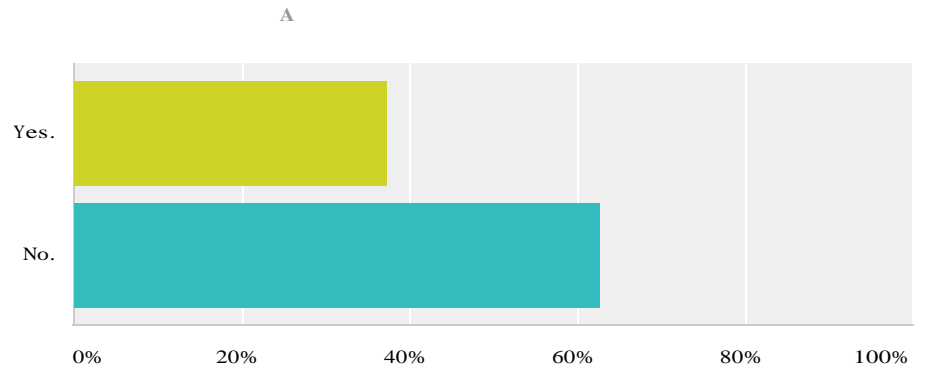
**Q13 This department has a website that contains information I need (Policies and procedures, contact information, forms, etc.).**

Answered: 110 Skipped: 0



Answer Choices	Responses	
<b>Very satisfied.</b>	<b>16.36%</b>	18
<b>Satisfied.</b>	<b>17.27%</b>	19
<b>No opinion.</b>	<b>49.09%</b>	54
<b>Dissatisfied.</b>	<b>4.55%</b>	5
<b>Not applicable.</b>	<b>12.73%</b>	14
<b>Total</b>		<b>110</b>

**Q14: I am aware of on-line tutoring offerings for math and English.**



Answer Choices	Responses
<b>Yes.</b>	<b>37.27%</b>
<b>No.</b>	<b>62.73%</b>
<b>Total</b>	



**Holistic Assessment of Faculty/Staff Satisfaction with ASC Program Services:(See questions and response/graphs in the following pages.)**

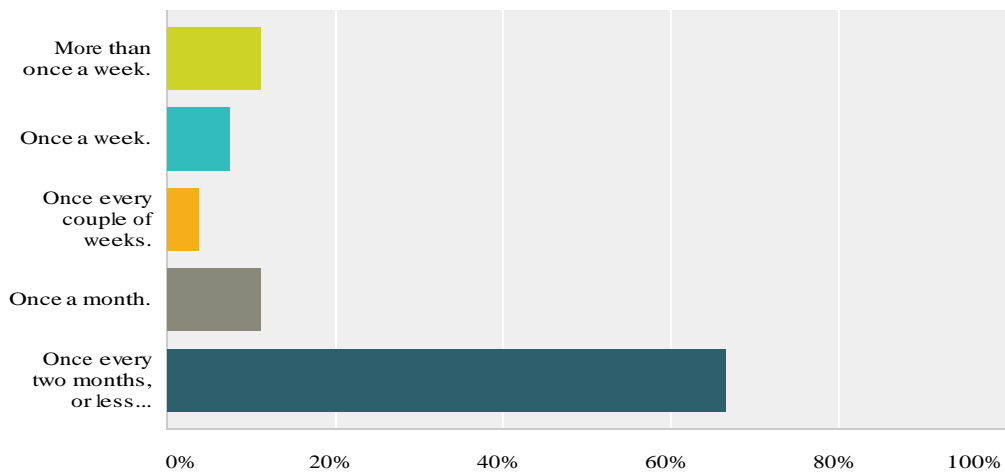
Faculty responses to the survey were statistically significant and overwhelmingly positive. Notably, instructors reported strong teamwork and collaboration from the ASC, efficiency of service, responsiveness to requests, and quality of service. The weak areas noted echoed those remarked upon by students such as a lack of awareness of on-line offerings.

r and staff offered

1/18

**Q1 Carson/Douglas Academic Skills Center - On average, I am in contact (email, phone and in-person) with this department.**

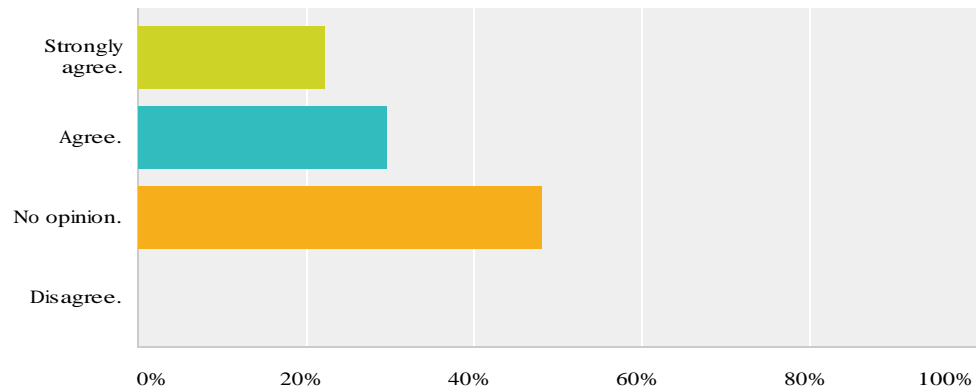
Answered: 27 Skipped: 0



Answer Choices	Responses
<b>More than once a week.</b>	<b>11.11%</b> 3
<b>Once a week.</b>	<b>7.41%</b> 2
<b>Once every couple of weeks.</b>	<b>3.70%</b> 1
<b>Once a month.</b>	<b>11.11%</b> 3
<b>Once every two months, or less frequently.</b>	<b>66.67%</b> 18
<b>Total</b>	<b>27</b>

**Q2 STAFF – Carson/Douglas  
ACADEMIC SKILLS CENTER. Staff  
members listen well.**

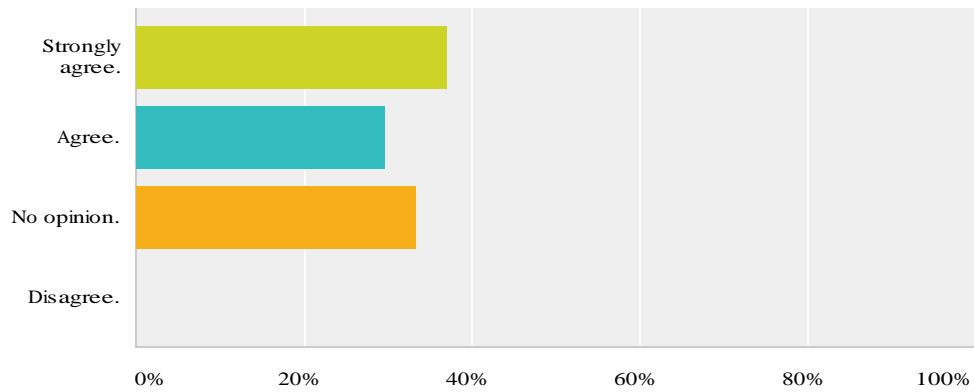
Answered: 27 Skipped: 0



Answer Choices	Responses
<b>Strongly agree.</b>	<b>22.22%</b> 6
<b>Agree.</b>	<b>29.63%</b> 8
<b>No opinion.</b>	<b>48.15%</b> 13
<b>Disagree.</b>	<b>0%</b> 0
<b>Total</b>	<b>27</b>

### Q3 STAFF – Carson/Douglas ACADEMIC SKILLS CENTER . Staff is professional.

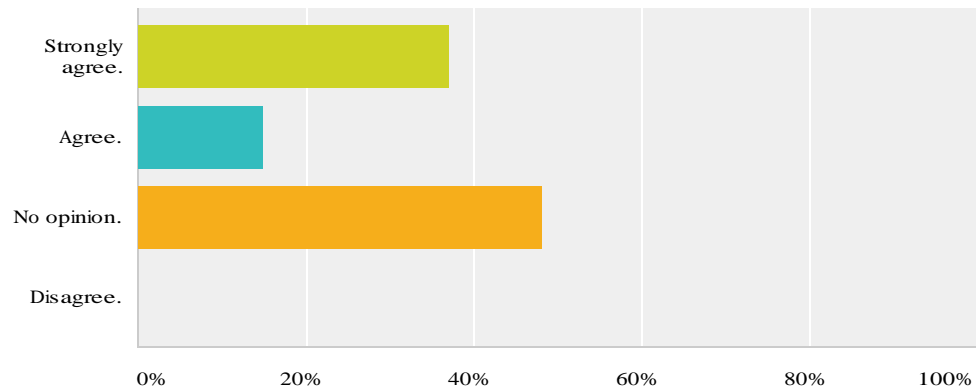
Answered: 27 Skipped: 0



Answer Choices	Responses	
<b>Strongly agree.</b>	<b>37.04%</b>	10
<b>Agree.</b>	<b>29.63%</b>	8
<b>No opinion.</b>	<b>33.33%</b>	9
<b>Disagree.</b>	<b>0%</b>	0
<b>Total</b>		<b>27</b>

### Q4 STAFF – Carson/Douglas ACADEMIC SKILLS CENTER - Staff is helpful in resolving problems.

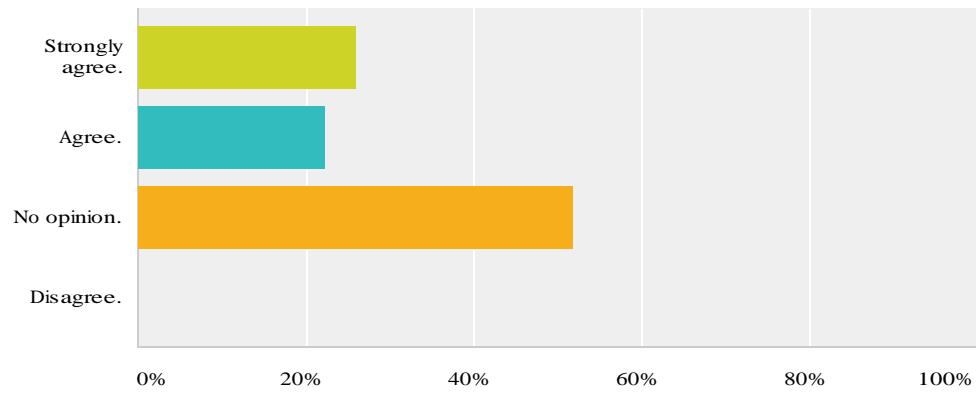
Answered: 27 Skipped: 0



Answer Choices	Responses	
<b>Strongly agree.</b>	<b>37.04%</b>	10
<b>Agree.</b>	<b>14.81%</b>	4
<b>No opinion.</b>	<b>48.15%</b>	13
<b>Disagree.</b>	<b>0%</b>	0
<b>Total</b>		<b>27</b>

**Q5 STAFF – Carson/Douglas  
ACADEMIC SKILLS CENTER - Staff  
responds to my request in a timely  
manner.**

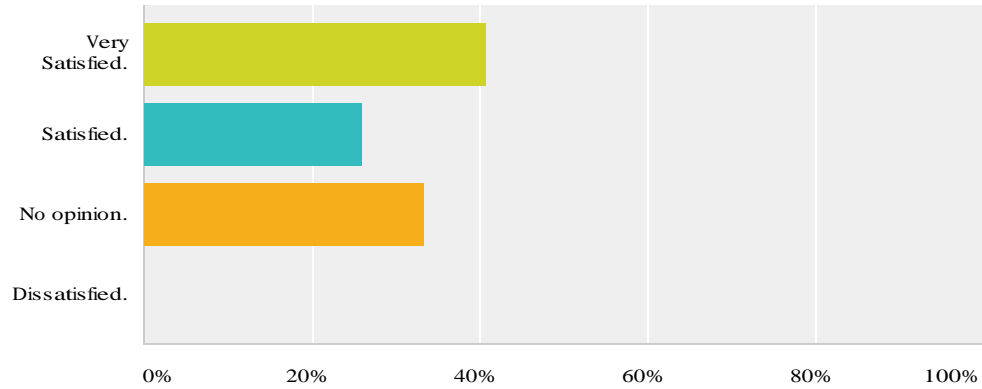
Answered: 27 Skipped: 0



Answer Choices	Responses
<b>Strongly agree.</b>	<b>25.93%</b> 7
<b>Agree.</b>	<b>22.22%</b> 6
<b>No opinion.</b>	<b>51.85%</b> 14
<b>Disagree.</b>	<b>0%</b> 0
<b>Total</b>	<b>27</b>

### Q6 Degree of Satisfaction: Carson/Douglas ACADEMIC SKILLS CENTER - Accessibility of the Academic Skills Center.

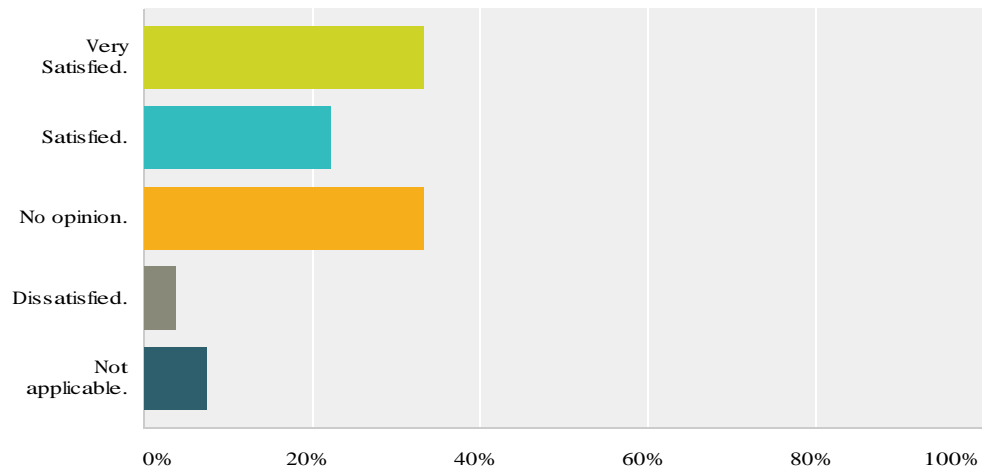
Answered: 27 Skipped: 0



Answer Choices	Responses
<b>Very Satisfied.</b>	<b>40.74%</b> 11
<b>Satisfied.</b>	<b>25.93%</b> 7
<b>No opinion.</b>	<b>33.33%</b> 9
<b>Dissatisfied.</b>	<b>0%</b> 0
<b>Total</b>	<b>27</b>

### Q7 Degree of Satisfaction: Carson/Douglas ACADEMIC SKILLS CENTER - Efficiency of service.

Answered: 27 Skipped: 0

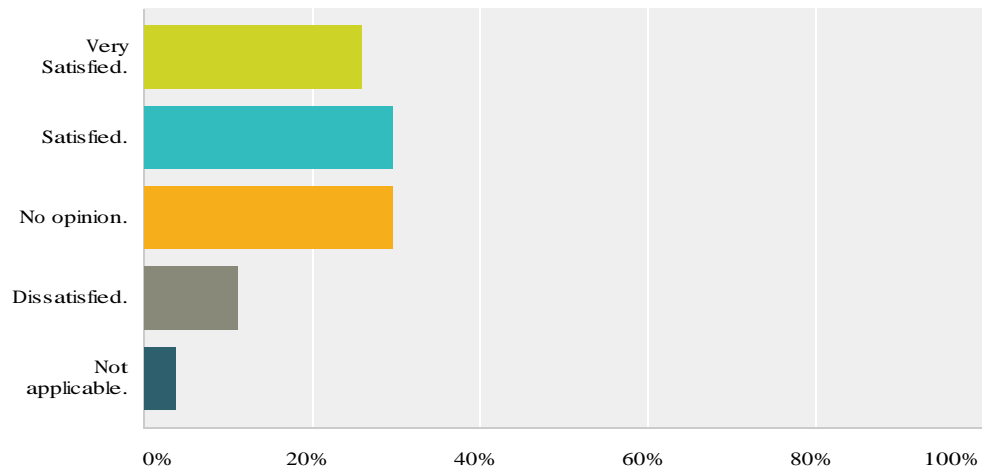


Answer Choices	Responses
<b>Very Satisfied.</b>	<b>33.33%</b> 9
<b>Satisfied.</b>	<b>22.22%</b> 6
<b>No opinion.</b>	<b>33.33%</b> 9
<b>Dissatisfied.</b>	<b>3.70%</b> 1
<b>Not applicable.</b>	<b>7.41%</b> 2
<b>Total</b>	<b>27</b>



**Q8 Degree of Satisfaction:  
Carson/Douglas ACADEMIC SKILLS  
CENTER - Accuracy of information or  
advice provided by tutors.**

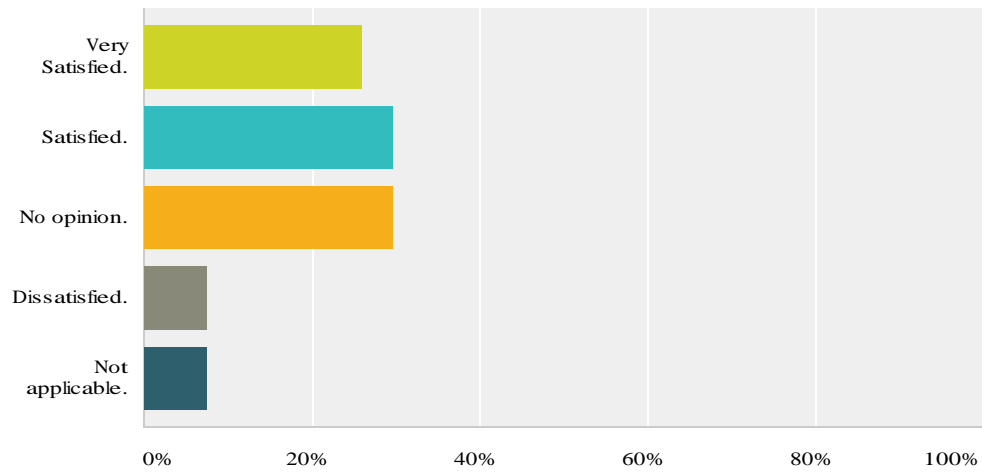
Answered: 27 Skipped: 0



Answer Choices	Responses
<b>Very Satisfied.</b>	<b>25.93%</b> 7
<b>Satisfied.</b>	<b>29.63%</b> 8
<b>No opinion.</b>	<b>29.63%</b> 8
<b>Dissatisfied.</b>	<b>11.11%</b> 3
<b>Not applicable.</b>	<b>3.70%</b> 1
<b>Total</b>	<b>27</b>

### Q9 Degree of Satisfaction: Carson/Douglas - Usefulness of information or advice.

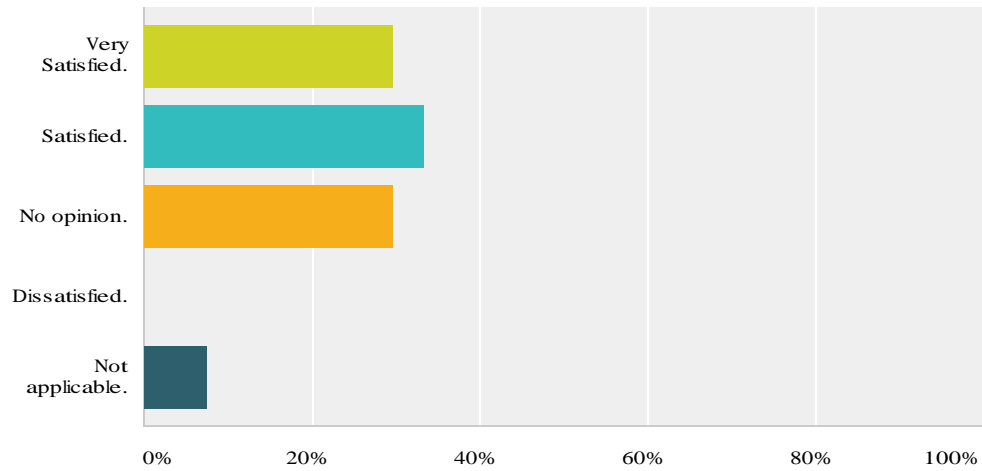
Answered: 27 Skipped: 0



Answer Choices	Responses	
<b>Very Satisfied.</b>	<b>25.93%</b>	7
<b>Satisfied.</b>	<b>29.63%</b>	8
<b>No opinion.</b>	<b>29.63%</b>	8
<b>Dissatisfied.</b>	<b>7.41%</b>	2
<b>Not applicable.</b>	<b>7.41%</b>	2
<b>Total</b>		<b>27</b>

### Q10 Degree of Satisfaction: Carson/Douglas ACADEMIC SKILLS CENTER - Responsiveness to requests and other inquiries.

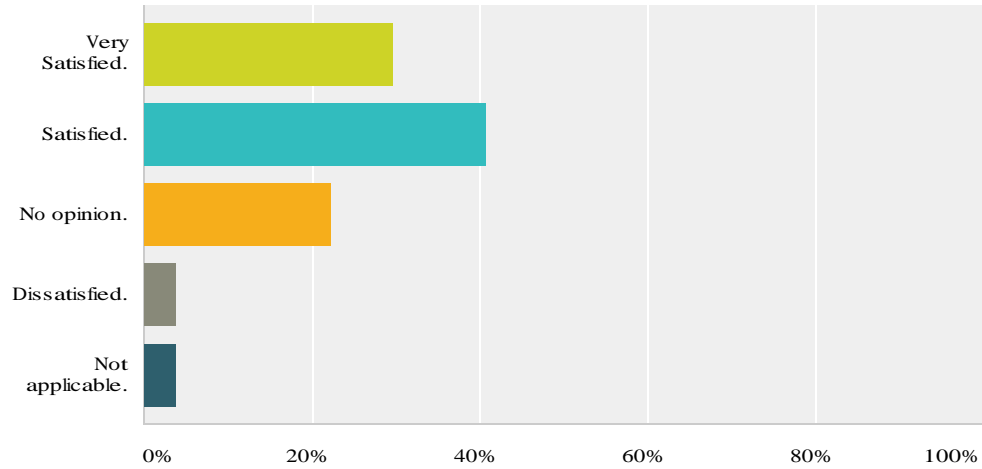
Answered: 27 Skipped: 0



Answer Choices	Responses
<b>Very Satisfied.</b>	<b>29.63%</b> 8
<b>Satisfied.</b>	<b>33.33%</b> 9
<b>No opinion.</b>	<b>29.63%</b> 8
<b>Dissatisfied.</b>	<b>0%</b> 0
<b>Not applicable.</b>	<b>7.41%</b> 2
<b>Total</b>	<b>27</b>

### Q11 Degree of Satisfaction: Carson/Douglas ACADEMIC SKILLS CENTER - Communication about services offered.

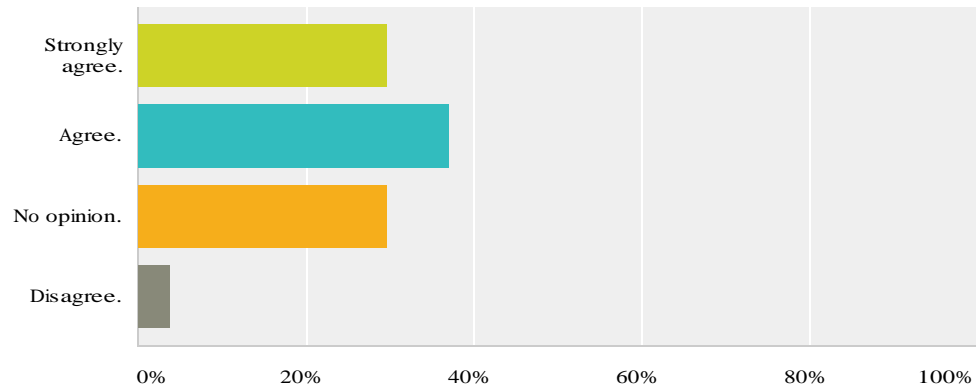
Answered: 27 Skipped: 0



Answer Choices	Responses
<b>Very Satisfied.</b>	<b>29.63%</b> 8
<b>Satisfied.</b>	<b>40.74%</b> 11
<b>No opinion.</b>	<b>22.22%</b> 6
<b>Dissatisfied.</b>	<b>3.70%</b> 1
<b>Not applicable.</b>	<b>3.70%</b> 1
<b>Total</b>	<b>27</b>

**Q12 Carson/Douglas ACADEMIC SKILLS CENTER - This department supports teamwork and collaboration across the college community.**

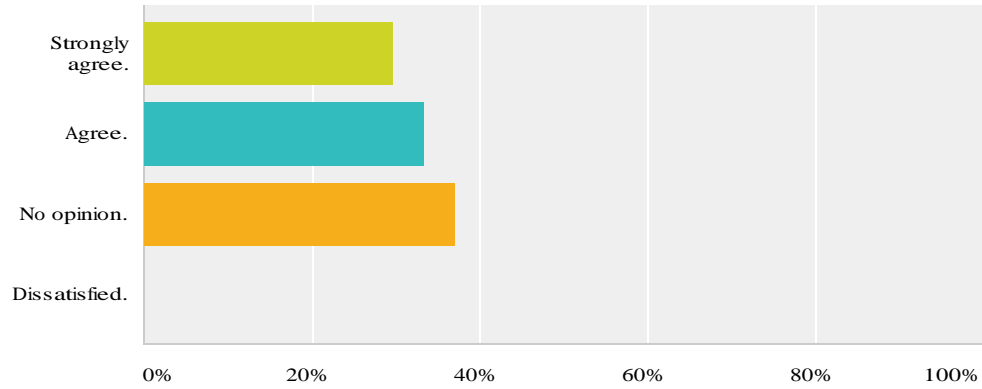
Answered: 27 Skipped: 0



Answer Choices	Responses	
<b>Strongly agree.</b>	<b>29.63%</b>	8
<b>Agree.</b>	<b>37.04%</b>	10
<b>No opinion.</b>	<b>29.63%</b>	8
<b>Disagree.</b>	<b>3.70%</b>	1
<b>Total</b>		<b>27</b>

**Q13 Carson/Douglas ACADEMIC SKILLS CENTER - This department's hours of operation are adequate to meet my needs.**

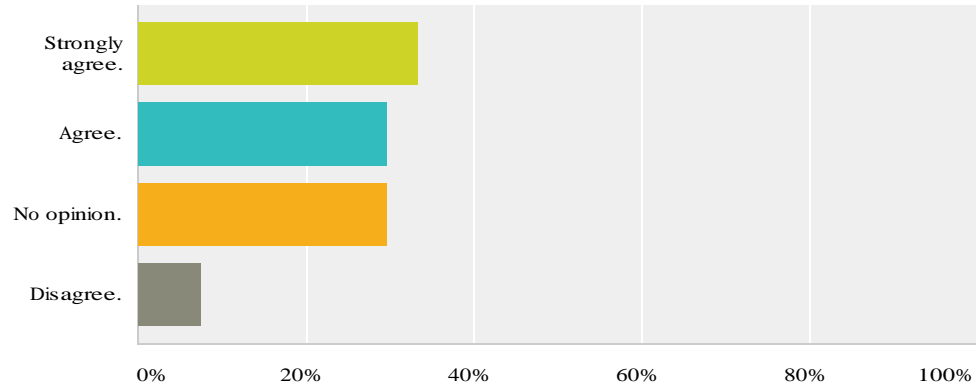
Answered: 27 Skipped: 0



Answer Choices	Responses
<b>Strongly agree.</b>	<b>29.63%</b> 8
<b>Agree.</b>	<b>33.33%</b> 9
<b>No opinion.</b>	<b>37.04%</b> 10
<b>Dissatisfied.</b>	<b>0%</b> 0
<b>Total</b>	<b>27</b>

**Q14 Carson/Douglas ACADEMIC SKILLS CENTER - ASC-14. Overall, this department provides quality customer service.**

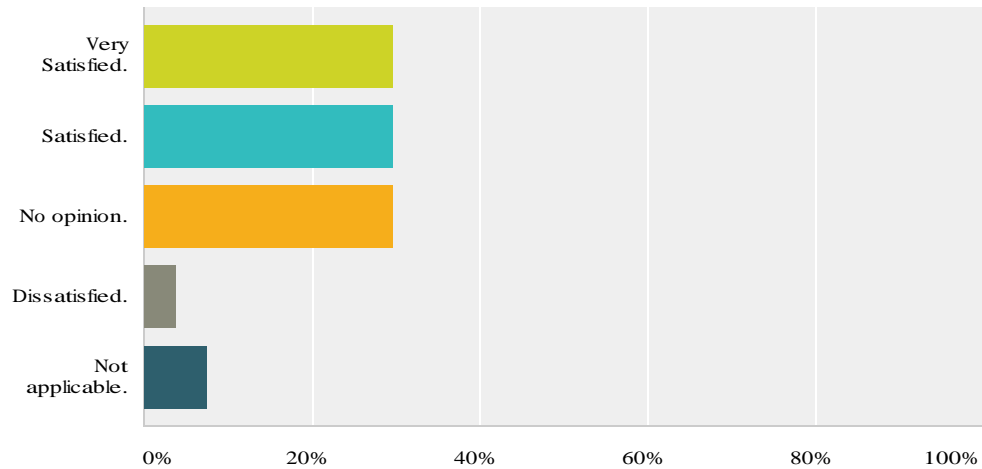
Answered: 27 Skipped: 0



Answer Choices	Responses	
<b>Strongly agree.</b>	<b>33.33%</b>	9
<b>Agree.</b>	<b>29.63%</b>	8
<b>No opinion.</b>	<b>29.63%</b>	8
<b>Disagree.</b>	<b>7.41%</b>	2
<b>Total</b>		<b>27</b>

### Q15 Degree of Satisfaction: Carson/Douglas ACADEMIC SKILLS CENTER - Cooperation with instructional faculty.

Answered: 27 Skipped: 0

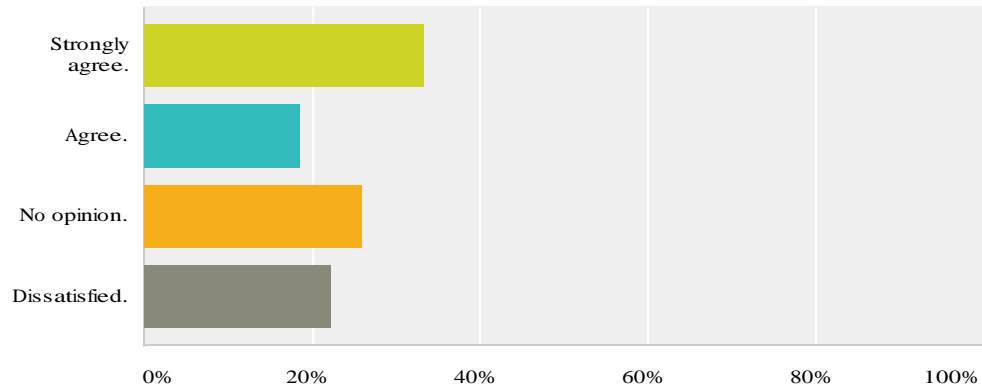


Answer Choices	Responses
<b>Very Satisfied.</b>	<b>29.63%</b> 8
<b>Satisfied.</b>	<b>29.63%</b> 8
<b>No opinion.</b>	<b>29.63%</b> 8
<b>Dissatisfied.</b>	<b>3.70%</b> 1
<b>Not applicable.</b>	<b>7.41%</b> 2
<b>Total</b>	<b>27</b>



**Q16 Carson/Douglas ACADEMIC SKILLS CENTER - Overall, I am satisfied with the level of improvement experienced by students I refer to the Academic Skills Center.**

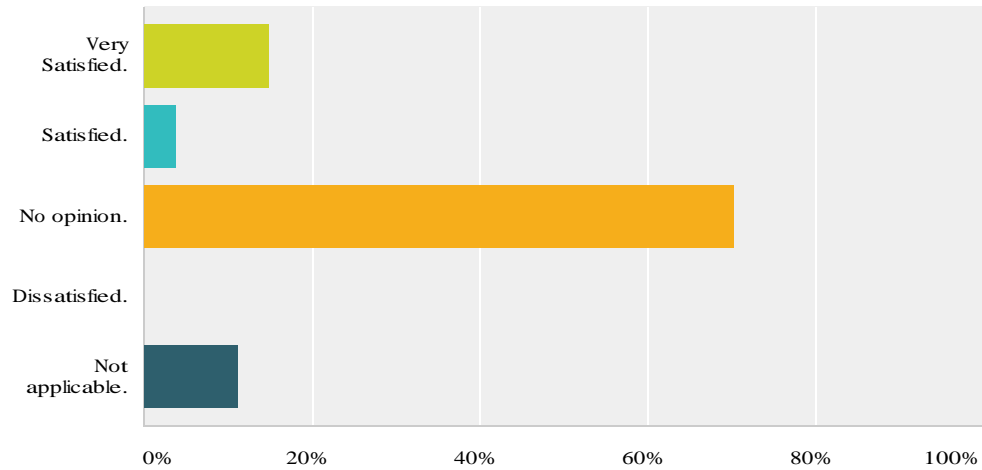
Answered: 27 Skipped: 0



Answer Choices	Responses
<b>Strongly agree.</b>	<b>33.33%</b> 9
<b>Agree.</b>	<b>18.52%</b> 5
<b>No opinion.</b>	<b>25.93%</b> 7
<b>Dissatisfied.</b>	<b>22.22%</b> 6
<b>Total</b>	<b>27</b>

**Q17 Carson/Douglas ACADEMIC SKILLS CENTER - ASC-22 - This department has a website that contains information I need (Policies and procedures, contact information, forms, etc.).**

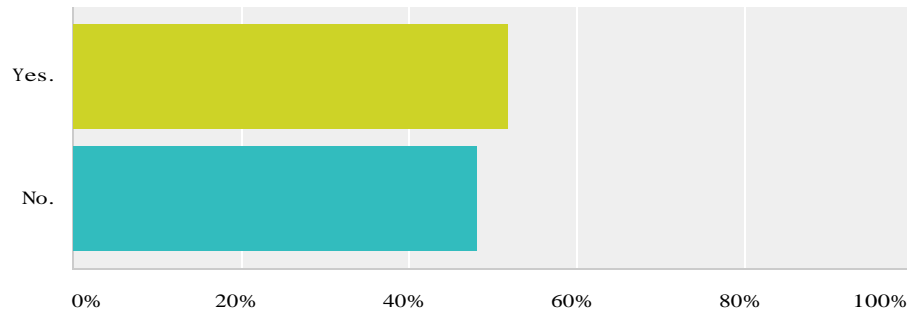
Answered: 27 Skipped: 0



Answer Choices	Responses	
<b>Very Satisfied.</b>	<b>14.81%</b>	4
<b>Satisfied.</b>	<b>3.70%</b>	1
<b>No opinion.</b>	<b>70.37%</b>	19
<b>Dissatisfied.</b>	<b>0%</b>	0
<b>Not applicable.</b>	<b>11.11%</b>	3
<b>Total</b>		<b>27</b>

**Q18 Carson/Douglas ACADEMIC SKILLS CENTER - I am aware of the on-line tutoring offerings for Math and English.**

Answered: 27 Skipped: 0



Answer Choices	Responses	
<b>Yes.</b>	<b>51.85%</b>	14
<b>No.</b>	<b>48.15%</b>	13
<b>Total</b>		<b>27</b>

**Accutrack Software at Western Nevada College:**

**Efficiency, Quality, and Personalization**

## Why AccuTrack Software Matters in a Tutoring Center

A Marine who just returned from two tours in Afghanistan recently dropped by my office, located inside our tutoring center, to extend his appreciation for the tutoring service offered at our school. I replied that it was a small thing we could do in return for his service to our country, and I spoke with him about his experiences with our tutoring center and adjusting to civilian life in general. He explained how a Veteran's Coordinator from the school had walked him up to the tutoring center and introduced him to several tutors who either were veterans themselves or had family serving active duty.

This small interaction meant so much to me because reaching out to veterans and providing more effective support to this specific group has been a real challenge. Veterans tend to be a closed community and do not seek assistance as readily as other students. Oftentimes, veterans feel comfortable only with other veterans, so extending our resources to this group has been difficult. Veterans returning from Afghanistan and Iraq constitute a substantial portion of the student population at Western Nevada College, so much so that our institution recently received one of only a few [federal grants](#) to support veterans at our college. AccuTrack Software, in conjunction with the coordinated support of Student Services and a diverse tutoring staff, has enabled our tutoring center to better facilitate an inviting and supportive environment. In coordination with Counseling and Student Services, we are able to funnel returning veterans into the center and direct them to specific tutors who can empathize with their experiences as veterans (several tutors are veterans themselves or have close family serving). As Coordinator of the ASC, I can then review which specific tutors were utilized and justify allocating increased resources to them.

Accutrack Software has helped our center tremendously over the years not just in serving veterans but many students and faculty. In our center, it is a means of monitoring, assessing and tracking usage of the tutoring center. We use "drop-in" tutoring primarily, but students sign in on the computer, and choose the appropriate category—or subcategory—in which they are seeking tutoring. I look at how much the different areas of tutoring offered are being utilized and add or subtract hours accordingly.

When I arrived, the center was inefficient and did not serve what I considered an appropriate number of students. In the past five years, however, we have experienced a significant increase in the number of students visiting the center and the number of tutoring hours used by students, and some of the credit for that increase lies with Accutrack Software. This increase has happened in spite of budget cuts to our center and the loss of a full-time administrative assistant. In short, Accutrack has allowed us to do *far more with far less*.

The overall breakdown which Accutrack provides is especially helpful in allowing me to write end-of-the-year reports, or, as I'm doing this semester, Program Review. I can focus in on usage of the center down to the subject or day, or I can use overall statistics within the year or across years to get a holistic view. These reports have helped me to lobby for increased funding and/or to justify the expenditures we currently make.

In addition to helping me allocate resources more effectively to help better serve students, the software allows me to track tutor usage of the center. While tutors are required to fill out timesheets, the Accutrack software allows for an additional source of verification that the tutor did indeed work his or her required time, a very valuable back-up for auditing purposes, especially since our 40-hour a week administrative was permanently cut for budgetary reasons (she would monitor tutors).

## Developing Learning Communities

Currently, our school has devoted a great deal of effort to developing learning communities, and Accutrack software has allowed our center to easily advance these projects. The “Latino Cohort” group best exemplifies the success of these efforts. A group of twenty or so Hispanic students has been kept together throughout different semesters and classes with close support from Financial Aid, Counseling and Student Services. Even the families of these students have been involved, and this tightly knit group employed our tutoring center to help advance their learning—and togetherness—even further.

Every cohort has a “mentor,” and this “mentor” has access to the Accutrack software so that she can track cohort members’ attendance in the tutoring center and the types of resources these students utilize while in the center. The mentor, in turn, submits these hours to their supervisor.

## Enhancing Instruction

We track not only broad categories such as math and science, but we “dial down” tracking to individual classes, such as specific sections of physics taught by a particular instructor.



\*\*Physics students in action

This sort of specificity allows for instructors to adjust their syllabi, offering, for example, extra credit for a certain amount of time spent receiving tutoring at our center.

Accutrack software allows for us to conduct quick surveys so as determine the success of special workshops we offer in subjects such as study skills or research writing. Also, we can alert students to the need to engage in tutor evaluations or to fill out satisfaction surveys regarding the tutoring center. We conduct surveys which target these particular events and receive prompt reports about the degree of success.

## A Holistic View

I've seen firsthand the impact AccuTrack has had on the quality, efficiency, and integrity of our tutoring services. In a time when practically every other tutoring program at the college level in the state of Nevada has experienced drastic cuts, we have expanded. As a coordinator on a .5 contract (I teach half-time as well and am a tenured professor), I feel I have been able to do the job of a full-time coordinator, and much of that credit goes to the AccuTrack software. I teach other faculty and staff to take advantage of the software and track their own students' utilization of the software, and the results have been tremendous. Professors whose students never used to visit the center are now pleading for me to hire additional tutors in their field. Perhaps most convincing of all, our center was just awarded a large increase in its budget as a result of our success in delivering a quality service to students.

I point out key examples but AccuTrack has helped our tutoring center in many, many more ways than I discussed today. In my own teaching in the classroom and as a tutoring coordinator, I strive to make learning as personal as possible, to tailor teaching to the needs of students, and AccuTrack acts as a catalyst for just this sort of personalization. AccuTrack monitors the health and needs of our tutoring center, and it offers a wealth of information and services to other areas of our college.

The latest version of Accutrack software offers better versions of existing services, but additional ones as well (information below provided by <http://www.engineerica.com/accutrack/features>):. AccuTrack includes modules for:

- Tracking students' visits and usage of services.
- Managing appointments including matching staff to students, no-show/cancellation tracking, e-mail reminders, online appointments (using [AccuSL](#)) and more.
- Reporting on special groups of students such as student athletes, at-risk students, grants students, etc.
- Multi-level analysis of visitors' demographics.
- Viewing who is using the center at any moment.
- Analyzing traffic patterns including peak usage times and most popular services.
- Tracking staff work hours and utilization.
- Running program assessment reports that show the effect of services on students' success.
- Providing an intake system/waiting list for busy centers with advanced capabilities like sending text messages to students when they are next in line.
- Tracking loaned materials (e.g. DVDs, laptops, books, etc.)
- Collecting feedback on services and staff via user-defined surveys.
- Communicating to staff and students via Email, cell phone texting, or AccuTrack messaging services.
- Saving comments on meetings between students and staff members.
- Managing seminar/workshop registration.

## Findings and Recommendations

### Strengths:

We have a talented and expanding pool of tutors who are serving WNC students in a professional, caring, and skillful manner. As the statistics indicate, we serve more students (and for greater amounts of time) than ever before. Learning communities and cohorts abound in the Academic Skills Center, and it is a busy, positive place.

### Concerns:

The ASC cannot continue to expand to meet the needs of our students without the sort of support outlined in the proposal I recently submitted to the WNC administration. Much of my time is spent doing clerical duties as the 40-hour a week administrative assistant who used to work outside my office was moved to a different department and was not replaced. “Work Studies” students are sometimes talented, but they cannot legally do the duties which a trained classified staff member would normally do, and I am forced to train and re-train these workers in their duties. My talents are best applied to training tutors, organizing ASC outreach and marketing, and considering ways in which the ASC can better serve students. Put bluntly, the job I assumed has grown significantly in terms of the supervisory responsibilities, and that is an indication of our success in serving students and creating a comfortable, supportive environment for students. Our budget has almost doubled, and the number of tutors needing supervision has tripled—all of this without the clerical support which used to be in place. We are serving more students via a wider array of subjects and instructional mediums (on-line and traditional) than ever before, and I do not see this growth diminishing, especially with the influx of JumpStart students. My fear is that “cracks” will appear unless substantive changes are made.

### **Five-Year Administrative Assessment Plan**

List the program outcomes and briefly describe the means of assessment for each one. Insert an **X** in the column of each year that the outcome will be assessed.

Outcomes	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	Means of Assessment
1. Expand physical infrastructure of ASC-per proposed plan.		x				Compare results of yearly usage to determine effects of expansion on student usage/experience of center.
2. Increase quality of “local” on-line tutoring (embedded tutors) and promote independent providers such as BrainFuse		x				Deliver quality survey to affected students in on-line classes.  Use BrainFuse monthly reports to track usage following promotional efforts.
3. Collaborate with Disability Support Services to offer one-on-one tutoring for DSS students.	x					Collaborate with Susan Trist to assess students’ experiences of new program.
4. Collaborate with Fallon ASC to conduct shared training.			x			Use Canvas ASC platform to assess tutors’ shared training experiences.
5. Continue to expand our marketing efforts, promoting our services to all students, especially the newly arrived JumpStart cohort.			X			Use institution-wide survey to assess student awareness of tutoring offerings.  Annual usage reports should indicate impact of new marketing efforts.
6. Develop tracking methods for utilization of tutorial services at Douglas campus and other remote locations, including usage of on-line tutors. New version of Accutrack may assist in these assessment measures.				x		Compile new results and report on extent of these sorts of tutoring outside the traditional tutoring center.



7. Develop a rigorous on-line tutor training/interaction site which can work in conjunction with traditional tutor training sessions				x		Deliver a Canvas based assessment to tutors in which impact of heightened training is reviewed.

**Comments/Reflections:**

The initial goal depends upon the approval of a plan I recently submitted. Whether or not it can be realized in its entirety is unclear at this point, but I am throwing it out there anyway in the hopes that things go as planned.

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Signature, Program Review Team Chair

Date

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Signature, Vice President

Date

List the **Recommendations** from the **Internal Reviewers**, **External Reviewers**, and the **Program Review Team** in relation to the **Program Goals**.

The **Review Team Response (Action Plan)** states how program faculty and staff plan to act on the recommendations.

The **Administrative Response** can state agreement or disagreement with the proposed actions or suggest changes to the action plan.

Program Goals	Recommendations from: <ul style="list-style-type: none"> <li>• Internal Reviewers [I]</li> <li>• External Reviewers [E]</li> <li>• Program Review Team [T]</li> <li>• PARC [P]</li> </ul>	Program Review Team Response (Action Plan)	Administrative Response

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Signature, Program Director or Coordinator

Date

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Signature, Vice President

Date

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Signature, President

Date







**Western Nevada College**  
**Academic Skill Center**  
**Fallon Campus**  
**Review**  
**May 16, 2014**

**1. Mission**

*The mission of the Western Nevada College Academic Skills Centers is to provide full academic support and community to students in the form of free tutoring and computer use with the intention of helping students become active and independent learners.*

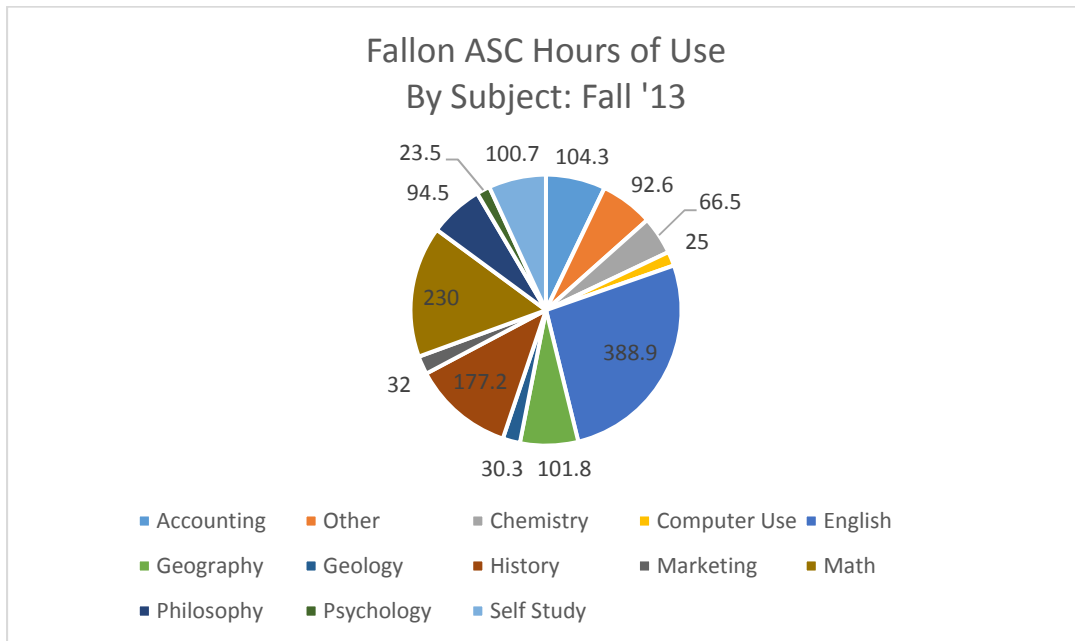
**2. Program Goals**

The goals of the Fallon ASC are:

- a. To provide academic support that will allow student patrons to become successful, confident, independent learners.
- b. To support the retention mission of the college.
- c. To provide faculty with focused supplemental instructional resources for identified students.

**3. Program**

The Academic Skills Center in Fallon provides a learning community and support to students in the form of individual and group tutoring, mentoring, and workshops focused on study skills, exam prep, and academic success. The ASC offers tutoring on both a drop in and by appointment basis. The ASC is open Monday through Thursday, 9 am until 7 pm, and 9 am until 1 pm on Friday and Saturday. Extra hours are offered in preparation for exam periods. Tutoring is offered across a wide range of subjects, however, the majority of use is shared by English, Chemistry, and Math (Please see Graph 1, below).



Graph 1. Fallon ASC Tutoring Use by Subject (Fall 2013)

**4. Staffing/Qualifications.**

Typically, the ASC employs 12 to 15 tutors each semester. The tutoring staff comprises of peer tutors who are current WNC students and professional tutors who possess either an associate’s, or bachelor’s or a master’s degree. Currently, the tutoring staff includes one Master’s degree, one bachelor’s degree, and 2 Associate’s degrees. The remaining 9 staff members are peer tutors. Staff work regularly scheduled shifts of up to 4 hours. Additionally, tutoring by appointment may be scheduled outside of scheduled hours.

Ron Belbin, the ASC Coordinator, is also the Beck Library supervisor. He possesses a Master of Science in Library Science and has 15 years of experience in teaching composition and developmental English courses. He also has extensive experience in tutoring.

**5. Quality of Program.**

The Fallon ASC has consistently received excellent feedback from both students and staff, although there has been a consistent demand for extended hours.

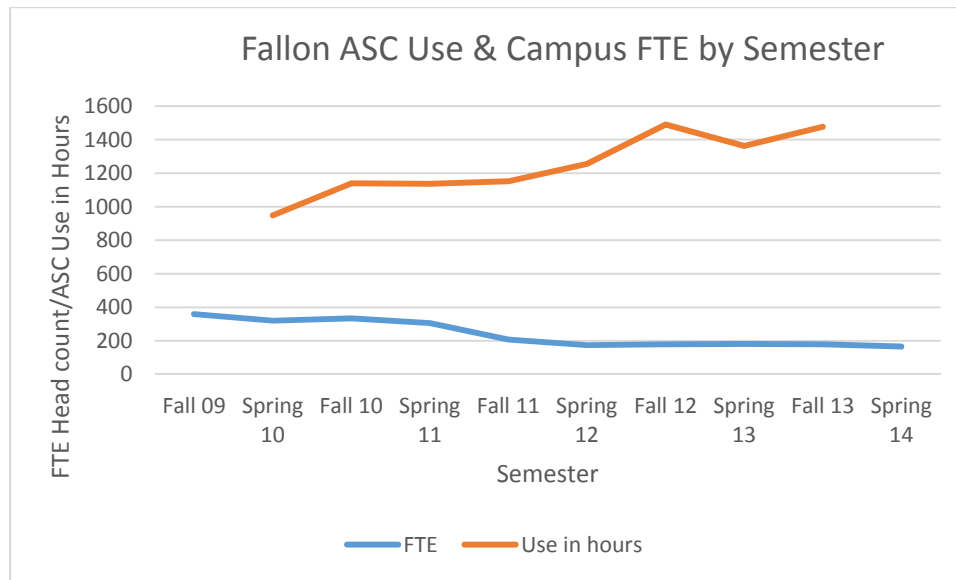
## 6. Training.

- a. All tutors receive a copy of the of the Tutor Position Description (please see appendix 1) and are required to follow the National Tutoring Association Code of Ethics, ([http://www.ntatuto.com/code\\_of\\_ethics.htm](http://www.ntatuto.com/code_of_ethics.htm))
- b. Peer tutors must have a grade of B or better and the recommendation of a faculty member in the subject in which they tutor. Typically, students who join the tutoring staff carry superior academic records and GPAs and provide tutoring in multiple subjects. The quality of tutors has been consistently high for the past 3 years and the ASC enjoys the confidence of campus faculty members.
- c. All tutors receive at least 4 hours training per semester and are observed in their interactions with students in tutoring sessions.

## 7. Concerns and Trends:

- A. Funding: While the ASC has consistently provided an outstanding service to students, the funding of the operation has been uncertain. The staffing budget was reduced by 20% in the current year (FY14) and will be reduced by a further 10% in FY 15. Students have consistently expressed satisfaction with the ASC and have requested longer hours of operation. However, hours are limited by funding. In the current semester, it has been possible to extend the operating hours by one hour on two evenings each week since Spring Break. This has met with a good response, and it is worthwhile extending the operating hours for at least one more semester where funding is available.
- B. Student Numbers: Although campus enrollment has dropped in recent years, the use of the ASC has increased significantly (Please see Graph 2, below). This is a reflection of the full-time on-site supervision of the tutoring staff, the increased marketing of the center, and changes in student readiness to attend college. Early intervention by tutoring staff significantly contributes to student success.





Graph 2: Fallon ASC Student Use vs. Fallon FTE.

- C. **Stability of Supervision:** Traditionally, the Fallon Academic Skills Center has been the half-time responsibility of a full-time academic faculty member. However, the departure of the last academic faculty ASC coordinator in 2007 combined with several years of college funding crisis resulted in a rapid turnover and inconsistency of supervision of the Fallon ASC. However, since 2011, the ASC has fallen under the supervision of the library. This has provided stability and created a symbiotic relationship between the two entities and moved them towards a Learning Commons model that is proving very successful at other colleges and universities. Although the current situation is very positive for the students, it continues, essentially, as a temporary “care-taker” situation with Ron Belbin providing supervision of the ASC on an entirely voluntary basis. Additionally, the location of the ASC in the college organizational chart is undefined. Ideally, formal and permanent inclusion of the ASC within the library operational responsibilities would continue the stability of service to the students while ensuring efficient use of college personnel.
- D. **Differentiated Tutoring/Learning Space:** Currently, the Fallon ASC is rated as having a capacity of 31 students, however, the reality is that the presence of a third of that

number at any one time (which occurs frequently) severely impacts the center's mission. There is a real need for physical expansion of the center to allow for individual and group tutoring and self-directed group learning.

- E. Technology: The ASC has 5 HP Z400 computers which are loaded with *Microsoft Office*, and *Dragon Naturally Speaking* software. However, recent trends towards multi-media assignments demand that students are offered space, resources, and guidance in the creation of multi-media presentations.

#### **8. Goals for next 5 years.**

- A. Formalize the Learning Commons model of operation of the combined Academic Skills Center and Beck Library.
- B. Provide multi-media technology and support to facilitate students working individually or in groups in creating multi-media classroom and web-based presentations.
- C. Expand the physical space of the ASC to allow for individual and group tutoring and self-directed group work.
- D. Develop structured staff training that make use of both online and traditional components.
- E. Continue the increase in student use of the ASC.

#### **9. Conclusion**

The Fallon Academic Skills Center is an essential component of the services provided to students on the Fallon campus. However, its full potential has been limited by the physical space that it occupies and by its uncertain situation within the college organizational structure. While physical expansion may be costly, the formalizing of the current coordination of the center by the library will be relatively inexpensive.

## Appendix 1: Tutor Job Description

### Western Nevada College

### Academic Skills Center

### Tutor Position Description

#### Introduction

Western Nevada College recognizes that a tutor is a valuable supplement to classroom teaching and contributes to students' educational success. This is achieved by:

- ✓ Providing individual and group tutoring in the campus Academic Skills Center and on line, as necessary.
- ✓ Assisting in improving students' academic achievement by meeting with students to clarify learning problems and by working to improve study skills.
- ✓ Providing students with other assistance, which may include, but is not limited to, addressing: class material, assigned readings, ideas for papers, solutions to problems, test taking strategies, and time management.
- ✓ Modeling a strong work ethic and study and learning skills.
- ✓ Promoting independent learning.
- ✓ Promoting a safe learning community.

#### Qualifications

- ✓ A grade of B or better in the course in which tutoring will be provided.
- ✓ The recommendation from an instructor in at least one subject to be tutored.
- ✓ The ability to quickly establish a rapport with students of all backgrounds.
- ✓ Excellent communication skills.
- ✓ Confidence in the subject(s) to be tutored.
- ✓ Strong critical thinking and problem solving skills.
- ✓ An excellent level of responsibility, professional behavior, and punctuality.
- ✓ The willingness to learn from feedback from the Academic Skills Center coordinator.

#### Responsibilities

- ✓ Provide tutoring for Western Nevada College students.
- ✓ Follow all Academic Skills Center and Western Nevada College policies.
- ✓ Follow the National Tutoring Association Code of Ethics ([http://www.ntatutor.com/code\\_of\\_ethics.htm](http://www.ntatutor.com/code_of_ethics.htm)).
- ✓ Refer to the Academic Skills Center coordinator students who present challenges beyond the skill level or responsibility expected of a tutor.
- ✓ Attend all required training and staff meetings.

- ✓ Accurately maintain all required records.
- ✓ Accurately complete and submit bi-weekly timesheets as required.
- ✓ Conduct occasional in-class presentations.
- ✓ Assist in maintaining and cleaning the Academic Skills Center.
- ✓ Take on additional responsibilities as assigned by the Academic Skills Center coordinator.

**Pay**

- ✓ The current minimum pay is \$10.00 per hour and increases according to qualifications. (See the current Tutor Pay Schedule).
- ✓ Hours are assigned according to the needs of the students and the Academic Skills Center policies.
- ✓ Employment as a tutor does not guarantee a minimum number of hours.

**Application and Tutor Hiring Process**

- ✓ Completion of a Tutor Application packet (available in the Academic Skills Center during opening hours)
- ✓ Submission of a signed recommendation from an instructor in at least one subject to be tutored.
- ✓ Interview with the Academic Skills Center coordinator.

I acknowledge that I have received, read, and understand the Tutor Position Description:

Tutor: \_\_\_\_\_

Date: \_\_\_\_\_

ASC Coordinator: \_\_\_\_\_

Date: \_\_\_\_\_

Copy to Tutor

Original to Tutor File.

## Five-Year Administrative Assessment Plan

**PROGRAM NAME:** Fallon Academic Skills Center

**SUBMISSION DATE:** 5/16/2014

List the program outcomes and/or student learning outcomes and briefly describe the means of assessment for each one. Insert an **X** in the column of each year that the outcome will be assessed.

Outcomes	Year 1	Year 2	Year 3	Year 4	Year 5	Means of Assessment
Insert Year:	2015	2016	2017	2018	2019	
1. Formalize Learning Commons Model of operating the ASC	X					Complete/Incomplete
2. Provide multi-media technology and support to facilitate students working individually or in groups in creating multi-media classroom and web-based presentations		X				Complete/Incomplete
3. Expand the physical space of the ASC to allow for individual and group tutoring and self-directed group work		X				Complete/Incomplete
4. Develop structured staff training that makes use of both online and traditional components.	X					Complete/Incomplete
5. Continue the increase in student use of the ASC.	X	X	X	X	X	Accutrack Statistical Reports
6.						

**Five-Year Administrative Assessment Plan**

**Comments/Reflections:**

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**Signature, Direct Supervisor**

**Date**

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**Signature, Vice President**

**Date**

# *Academic Skills Centers Program Review*

*May 2014*

## *Internal Reviewer Report*

### **I. Description of Program Reviewed**

The Academic Skills program at WNC strives to provide full academic support and community to students in the form of free tutoring and computer use with the intention of helping students become active and independent learners.

The program has full service centers at the Carson campus and the Fallon campus, with tutoring available at the Douglas center. There is also an online component. The Carson Academic Skill Center (ASC) is located near the middle of the Bristlecone Building in a classroom. The Fallon ASC is located next to the Beck Library with an entrance directly through the library. Each center operates autonomously.

The ASC program is not listed on the college's organizational chart; lines of authority, where present, are informal.

Joshua Fleming, coordinator of the Carson ASC, has a .5 contract; Ron Belbin, the Fallon ASC coordinator, is unpaid and integrates this responsibility into his library duties.

### **II. Program Strengths**

- Numbers of students/student hours has increased over the past several years. (Both)
- Surveys reflect high user satisfaction for tutoring services among students and faculty. (Carson)
- Although there were no surveys, the Fallon ASC has consistently received excellent feedback from both students and staff. (Fallon)
- Integration of online tutoring into the program helps address the needs of more students throughout the service area. (Both)
- Relationships with various administrative departments (e.g. Counseling, Financial Aid, Library & Media Services, and Student Services) help ensure that students' needs are being met. (Carson)
- Strong symbiotic relationship with Library & Media Services helps ensure that students' needs are met. (Fallon)
- Utilization of both degree holding and peer tutors provides a variety of approaches to helping students learn. (Both)

### III. Program Weaknesses

- Rooms allocated for tutoring are too small and are poorly designed for the needs of the students. (Both)
- Assessment of online tutoring is not adequately tracked. (Both)
- Funding has dropped significantly since fiscal year 2013. (Fallon)

### IV. Findings and Recommendations

I am impressed that the Academic Skills Centers help so many students and that these students make significant use of the centers' services. I commend both Coordinators and their staff for doing an exceptional job with these students, especially considering some of the infrastructure concerns I observed. (Both)

The centers are too small and are not designed for the varied needs of the students. It would be beneficial to create larger tutoring areas designed to accommodate the current and near-future needs of the students. (Both)

The administrative requirements of the Carson ASC necessitate an administrative assistant. (Carson)

I am concerned that the Academic Skills Centers are not part of the college organizational structure. There has been a quasi-relationship on the Carson campus with division chairs and now the academic director of liberal arts. There has been no reporting structure for the Fallon ASC Coordinator in several years. I believe it would be in the best interests of the students and the centers to have an official, stable reporting structure.

*Danna G. Sturm, Internal Reviewer*



**Janet Smith, English Instructor, Former Director of Tutoring & Learning Center, Lake Tahoe Community College, CA**

**External Reviewer for Western Nevada College Academic Skills Center**

### **Program Goals' Recommendations**

1. Expand physical infrastructure of ASC-per proposed plan: The increase of students using the Center clearly indicates the need for increased space. One of the Center's goals is to "support students in a range of subjects." As tutoring in areas such as biology see increased usage and as the total number of students using the Center has quadrupled in five years, the necessity of expanding the physical space seems the only solution to what is the "good" problem of more student visits.
2. Increase quality of "local" online tutoring and promote independent providers such as Brain Fuse: Independent tutoring providers seem to fill a gap and should be used more frequently as they are currently grant-supported and encourage students to be more independent and self-starting. The quality of "local" tutors could be improved through more careful tracking. Tracking could indicate which students in what subjects are more likely to use online tutoring and why.
3. Collaborate with Disability Support Services to offer one-on-one tutoring for DSS students: It's a tricky balancing act to both support DSS students with special requirements for quiet study areas, DSS-trained tutors, etc. and to offer a welcoming (meaning not too quiet) space for non-DSS students who prefer a less "library-like" atmosphere. I believe the only way to provide quality tutoring for the majority of DSS students is to work one-on-one although this is very difficult if the DSS tutor is expected at the same time to also serve other non-DSS students. Working with DSS students requires extra focus. The more collaboration between the Center and the DSS coordinator, the more likely these most at-risk students will succeed.
4. Collaborate with Fallon ASC to conduct shared training: Coordinating efforts to ensure that both Centers conform to the same high standard is essential. With the increase in use at both centers, collaboration in how to better serve the demands of a larger group of students is needed.
5. Continue to expand our marketing efforts, promoting our services to all students, especially the newly arrived JumpStart cohort: I think getting the word out to students is central when running a tutoring center. Students won't benefit unless they get in the door first. The Center already does many things right: flyers with Center hours, classroom visits, and the offering of study skills mini-classes are all important in raising student awareness of services. The cohort programs' students would benefit greatly from early exposure to the full spectrum of the Center's offerings.

6. Develop tracking methods for utilization of tutorial services at Douglas campus and other remote locations, including usage of online tutors. New version of Accutrack may assist in these assessment measures: Although I often worry about the cost of tracking and how that data is used, there is a real need for accurate measurement of tutoring usage at satellite campuses to ensure that those students receive the full complement of services as do students on the main campus.
  
7. Develop a rigorous online tutor training/interaction site which can work in conjunction with traditional tutor training sessions: What's most important about this to me is that it can incorporate ongoing training. Long-term tutors sometimes get too comfortable. All of us need reminding of tutoring best practices and ongoing encouragement in incorporating them in tutoring sessions. This training is perfectly suited for satellite centers and allows for continuity and consistency in training.