

# INSTITUTIONAL ASSESSMENT REPORT

*LEARNING CENTER ~ FALL 2011*

## **Department's Relationship to the College Mission and Strategic Plan**

*(completed Spring semester or on accreditation cycle)*

*In a paragraph or two, discuss how the department's work carries out the Mission and Strategic Plan.*

Jefferson College's mission is to deliver quality education which is student centered, comprehensive and accessible. The Learning Center department is comprised of the Learning Center, the Testing Center, Disability Support Services and the Peer and Professional Tutoring programs. The Learning Center offers seven developmental courses designed to provide students with strong foundational skills which will allow them to succeed in future college courses. The Learning Center and the academic support it offers provides a pathway to college for students whose academic skills need to be developed and strengthened.

The Testing Center offers test administration services for students. These comprehensive services include college placement as well as exit, accommodations, classroom make-up, distance learning, GED, ACT, health occupations program entrance, C-BASE for education majors among various other test administrations.

The Disability Support Services office ensures students with documented disabilities are provided access to all college programs, facilities, and services. These student centered services range from additional peer tutoring to providing assistive technology to monthly pot luck luncheons offering students a friendly break from studies and a place where every person is welcome and accepted.

Lastly, the Peer and Professional tutoring programs offer academic support to students who wish to enhance their learning outside the classroom experience. These services provide comprehensive tutoring for courses which range from Basic Math to the upper level sciences and math.

The quality and the student centered approach of the Learning Center, the Testing Center and Disability Support Services as well as the tutoring programs provide comprehensive services designed to give students access to a college education can be empirically quantified in student surveys which consistently give high ratings for these services. Thus, the words used to describe the college's mission: quality, comprehensive, student centered and accessible are perfect descriptors of each of the Learning Center's programs.

## **Summary of Departmental Activities, Assessment and Use of Results**

*(completed Spring semester or on accreditation cycle)*

*(may include process flowchart)*

*Provide a brief overview of major accomplishments since the last review and how assessment results have been used to improve services/learning outcomes.*

The following lists the major accomplishments since the Institutional Effectiveness Review which was completed in FY06.

### **FY07**

- Compass placement testing offered on a walk in basis
- First collaboration with the Missouri Career Center for students to receive WorkKeys Career Readiness Certificates upon completion of the exit exam
- Computer Literacy, WorkKeys Observation, & EPA testing expanded to JCA and NW
- Fall 2006 Professional Tutoring program began

### **FY08**

- Move to the new JCA site; LC expanded hours 9 to 9
- DSS moved from Student Services area to LC
- Introduction to College Reading LC course introduced in Summer 2008
- Converted WorkKeys, EPA and PSB testing to online test administration

### **FY09**

- HLC Accreditation with DSS receiving exemplary program distinction
- Civil Rights Compliance Review
- Peer Tutoring program expanded to JCA site
- Pearson VUE opened at NW site
- Completion of the Library Renovation project  
(expanded JCH Eng LC & DSS, added JCH TC private testing room, 32 computers at JCH)

### **FY10**

- Implemented Basic Writing Skills I which utilizes Blackboard and MyWritingLab
- Department converted to electronic timesheets (excluding peer tutors)
- Visions installed at JCH Testing Center
- The “Assessment Center” was renamed to the “Testing Center” as per HLC recommendation
- DSS received a Foundation mini grant to purchase 7 Victor Streams
- DSS provided regular part time office hours at JCA
- All LC department student evaluations converted to use an online utility

### **FY11**

- NW TC & LC moved to Cedar Hill location
- Pearson VUE Testing site opened at JCH
- All Basic Math testing delivered using MyMathLab

- Students who took the WKIV exit exam were awarded National Career Readiness Certificates
- Visions install at JCA TC; lockers also installed at JCA
- DSS purchased “Natural Reader” to deliver the READ accommodation

#### FY12 – Current Fiscal Year

- Implementation of HESI A2 Admission Assessments for LPN, RRT, OT and RN Bridge.
- Implementation of new federal requirements for COMPASS ATB testing
- Implementation of new staffing model for LC & TC
- Work on Reading Requirement implementation as needed
- Construction of wall at NW TC to separate check in and testing areas

The following list improvements made to services offered based upon review of assessment results. The list is not exhaustive.

- A section entitled, “Reading Pictographs, Bar Graphs and Line Graphs” was added to the Basic Math course. This was done in response to the “Summary of Institutional Level Student Assessment” for School Years 08-09 and 09-10. This report, published by the Office of Research and Planning, stated

In general, the career tech students perform better on the Applied Mathematics and Reading for Information tests ...(as compared to the Locating Information test)... in relation to the established benchmarks for each major area.

As per ACT (<http://www.act.org/workkeys/assess/locate>), regarding the Locating Information test:

It measures the skill people use when they work with workplace graphics. Examinees are asked to find information in a graphic or insert information into a graphic. They also must compare, summarize, and analyze information found in related graphics.

The skill people use when they locate, synthesize, and use information from workplace graphics such as charts, graphs, tables, forms, flowcharts, diagrams, floor plans, maps, and instrument gauges is a basic skill required in today's workforce.

- Based on student’s comments received on Testing Center Student Evaluations:
  - (1) Additional sound proofing was installed in the Hillsboro Testing Center during the Summer 2009 Library Renovation project.
  - (2) A wall separating the check in area and the testing area was installed in Fall 2011 at the NW Testing Center.

- Review of Grade Distribution Reports published by the Office of Research and Planning showed improved completion ratios for students in Learning Center developmental courses when the staffing model provided for instructor consistency. Prior to Summer 2008, the Learning Centers were staffed exclusively with instructors who were all categorized as temporary staff which imposes a 19 hour per week limit on working hours. These restrictions resulted in instructor inconsistency for students for whom research establishes a demonstrated need for structure.
  - (1) In Summer 2008, two temporary Learning Center instructor positions were converted to part time regular positions.
  - (2) In Fall 2011, three more instructor positions were converted to part time regular positions. Thus the total of 5 part time regular Learning Center instructor positions provides the students in LC developmental courses with instructor consistency.
- Based on student comments on Learning Center Student Evaluations, sections of Basic Math with scheduled classroom components were offered beginning with the Spring 2007 semester. Note: These sections of Basic Math have a comparable completion ratio as compared to students in the “Arranged” classes.
- Based on a Learning Center telephone survey conducted in May 2008, the words “self-paced” were removed from all descriptions of Learning Center courses in college publications. Some of the students called commented that the courses were really not self-paced. While a student could arrange his or her hours in the Learning Center and could work at an accelerated pace, the student could not work as slowly as he or she chose. This telephone survey was conducted in May 2008. As part of this survey, 27 students who had received a midterm grade of “F” in his or her Learning Center course, were called and asked 4 questions.
- Also based on the Telephone survey in May 2008 as well on comments made on Learning Center student evaluations, the JCA Learning Center hours were expanded to cover the 3:00-5:00 p.m. time slot Monday through Thursdays. Once the JCA Learning Center moved to the new Arnold site in July 2007 and the student enrollment for the JCA Learning Center increased and due to the fact that the JCA Learning Center and Testing Center share the same physical space, students at JCA were confused as to when instructors were available. Expanding the hours from 9:00 a.m.-9:00 p.m., Monday-Thursday, mirrored the JCA Testing Center’s hours and increased instructor availability for JCA Learning Center students.
- Based on the HLC accreditation report’s recommendation, the Assessment Center was renamed to the “Testing Center” in FY10.
- Based on instructor observations and responses on the Learning Center Student Evaluation surveys, practice tests were created and uploaded to the Basic Writing Skills I course.

- Based on instructor observations, an outline (to be filled in by the student) was created for each chapter in the Basic Writing Skills I course. Instructors report an increased use of the text by the students as they work to complete the outlines.
- Students in ENG009, ENG012 and ENG098 take a pre and post Compass test in an effort to measure an improvement in the student's course skills. Initially, the post test was simply a required course assignment with the end result being without consequences if the student did not show a gain over the pre-test score. After several instructor observations of low effort on this post Compass test, an assignment was added to the course outline which a student is required to complete in the event a post-test gain is not achieved. Instructors report far fewer cases where students put forth minimal effort on the post Compass test.
- The Graduating Student Opinion Survey was modified to include Disability Support Services as one of the college services to be evaluated. In addition, "Tutoring Services" was changed to "Peer Tutoring Services" and "Professional Tutoring Services." These changes will allow for more specific evaluation of services in the Learning Center department.

### **Internal and External Data Collection and Analysis**

*(completed by Fall semester or on accreditation cycle)*

*Gather and analyze relevant internal and external data (link to data).*

The following assessments are used by the Learning Center department. Cycles are reported for each assessment:

- Learning Center Student Evaluations
  - ~ Conducted at Week 10 each semester (Week 5 during the Summer semesters)
  - ~ Data can be found in LC Instructor STARS group.
- Pre-/post-COMPASS Testing Scores for ENG009 Reading Improvement ~ report issued to Director of Learning Services after the close of each semester.
- Pre-/post-COMPASS Testing Scores for ENG012 Introduction to College Reading ~ report issued to Director of Learning Services after the close of each semester
- Pre-/post-COMPASS Testing Scores for ENG098 Basic Writing Skills I ~ report issued to Director of Learning Services after the close of each semester
- Grade Distribution Reports published by the Office of Research and Planning ~ Requested by Director of Learning Services after the close of each semester

- Testing Center Student Evaluations
  - ~ Conducted during Exit Exam testing windows (November, April and middle 4 weeks in 8 week Summer semester)
  - ~ Data can be found in LC Instructors STARS group.
- Graduating Student Opinion Survey
  - ~ Conducted each April during Exit Exam testing window for graduating students
  - ~ Report can be found on College Reports tab.
- Professional Tutoring
  - ~ One time paper/pencil Student Survey in Fall 2007
  - ~ See Director of Learning Services for data.
  - ~ Usage statistics reported each year for annual report
- Peer Tutoring
  - ~ One evaluation done with email survey Fall 2008
  - ~ A second evaluation done using Survey Monkey October 2011
  - ~ See Director of Learning Services for data.
  - ~ Usage statistics reported each year for annual report
- Disability Support Services Survey
  - ~ Paper/pencil survey to Faculty, Staff and Students in Fall 2007; See Director of Learning Services for data.
  - ~ One time online survey done October 2011; See Director of Learning Services for data.
- GED Candidate Surveys
  - ~ Completed 05/2007, 11/2008, 4/2008, and 05/2009 paper/pencil GED candidate evaluations per the state's directive.
  - ~ GED candidates consistently rank the Jefferson College Testing Center as "outstanding".
  - ~ See Director of Learning Services for data.
- ACT Center Audit
  - ~ On-site ACT visit in April 2008
  - ~ ACT sent note of compliments; see Director of Learning Services to view.
  - ~ Ongoing customer evaluation after every test administration; results are included with this Institutional Assessment

The following section gathers specific data and reports on three specific research questions:

- (1) How do we know that students are learning?
- (2) How do Learning Center students fare in the next course in the developmental sequence?
- (3) How many students successfully complete Learning Center courses?

## Analysis of Data Gathered

Analysis #1 – This is an analysis of pre/post Compass test scores for ENG009 Reading Improvement, ENG012 Introduction to College Reading and ENG098 Basic Writing Skills I. This analysis attempts to answer the question, “How do we know that students are learning?”

- Pre-/Post-Compass Testing for ENG009, ENG012 and ENG098

The following analysis of students who successfully completed ENG009 Reading Improvement in FY10 and FY11 shows an average Compass point gain of 12.22 points.

Reading Improvement - FY10 & FY11 Pre-/Post-COMPASS				
		Pre	Post	Gain/Loss
Summer 2009	JCH	59	57	-2
	JCA	81	95	14
Fall 2009	JCH	68	83	15
	JCH	53	69	16
	JCH	64	78	14
	JCH	81	81	0
	JCH	59	84	25
	JCH	33	57	24
	JCH	48	68	20
	JCH	43	66	23
	JCA	59	78	19
	JCA	55	43	-12
	JCA	51	62	11
	JCA	45	72	27
	NW	57	65	8
	NW	55	60	5
Spring 2010	JCH	79	91	12
	JCA	58	64	6
	NW	55	64	9
	NW	56	83	27
Summer 2010	JCH	55	63	8
	NW	50	47	-3
	NW	47	69	22
Fall 2010	JCA	51	57	6
	JCA	60	70	10
	JCA	46	56	10
	NW	47	63	16
				<b>12.22</b>

- The following analysis of students who successfully completed ENG012 Introduction to College Reading in FY10 and FY11 shows an average Compass point gain of 8.08 points. Note: If the negative numbers are not included in the computation, the average Compass point gain would be 12.56 points.

Introduction to College Reading – FY10 and FY11 Pre-/Post-COMPASS				
		Pre	Post	Gain/Loss
Summer 2009	JCH	67	76	9
		60	78	18
		79	65	-14
		76	82	6
		75	88	13
	JCA	81	99	18
		83	80	-3
		74	86	12
		77	88	11
		61	37	-24
		79	85	6
Fall 2009	JCH	55	77	22
		73	78	5
		89	92	3
		68	76	8
		79	74	-5
		68	84	16
		75	57	-18
		74	87	13
		61	77	16
		71	96	35
		73	84	11
		61	79	18
		79	88	9
		69	79	10
		68	75	7
		71	77	6
		80	74	-6
	JCA	77	64	-13
		75	84	9
		62	84	22
		83	96	13
		76	79	3
		68	86	18
		61	78	17
		65	58	-7
		63	69	6
		73	76	3



		Pre	Post	Gain/Lost
		65	91	26
		73	92	19
		53	77	24
		79	84	5
		67	70	3
		72	76	4
	NW	79	93	14
		70	93	23
		70	94	24
Spring 2010	JCH	65	58	-7
		69	74	5
		91	96	5
		70	67	-3
		81	82	1
		79	75	-4
	JCA	73	64	-9
		63	90	27
		64	77	13
		81	99	18
		76	83	7
		64	87	23
	NW	69	75	6
Summer 2010	JCH	75	94	19
	JCA	73	70	-3
		68	79	11
		76	90	14
Fall 2010	JCH	68	89	21
		72	92	20
		78	90	12
		63	64	1
		81	84	3
		79	80	1
		77	55	-22
		65	56	-9
		80	88	8
		91	83	-8
	JCA	50	92	42
		68	75	7
		78	75	-3
		66	96	30
		74	83	9
		79	81	2
	NW	64	76	12

		Pre	Post	Gain/Loss
Spring 2011	JCH	69	66	-3
		81	84	3
		70	78	8
		92	88	-4
		57	74	17
	JCA	70	76	6
		77	86	9
		81	82	1
	NW	61	87	26
				<b>8.08</b>

- The following analysis of students who successfully completed ENG098 Basic Writing Skills I in FY10 and FY11 shows an average Compass point gain of 32.49 points.

Basic Writing Skills I - FY10 and FY11 Pre/Post Compass				
		Pre	Post	Gain/Loss
Spring 2010	JCH	16	47	31
		4	69	65
		16	70	54
		28	51	23
		5	35	30
	JCA	22	78	56
		25	87	62
		18	52	34
		2	51	49
		25	52	27
		10	22	12
	NW	30	93	63
		12	38	26
		12	94	82
Summer 2010	JCH	30	65	35
		30	62	32
Fall 2010	JCH	28	87	59
		91	87	-4
		10	42	32
		12	65	53
		79	56	-23
		42	35	-7
		8	43	35

		Pre	Post	Gain/Loss
		12	65	53
		2	18	16
		35	81	46
		12	25	13
		25	70	45
		22	33	11
	JCA	12	79	67
		25	43	18
		85	97	12
		12	85	73
		25	51	26
	NW	28	39	11
		25	51	26
		5	23	18
		1	51	50
		18	47	29
		18	46	28
Spring 2011	JCH	18	33	15
		22	99	77
		87	79	-8
		3	35	32
		25	35	10
		89	91	2
		22	61	39
		27	78	51
		43	42	-1
		26	12	-14
		22	87	65
		51	94	43
		12	60	48
	JCA	18	85	67
		16	65	49
		61	81	20
		26	61	35
		9	4	-5
	NW	28	52	24
				<b>32.49</b>

Analysis #2 – This analysis looks at two Learning Center courses and follows those students who have successfully completed the Learning Center course into the next course in the developmental sequence. First, we look at students who have successfully completed ENG098 Basic Writing Skills I and who have gone on to the next course in the sequence, ENG099 Basic Writing Skills II. Next, we look at students who have successfully completed MTH001 and who have gone on to the next course in the sequence, MTH002 Beginning Algebra. Note: Learning Center courses (ENG098 and MTH001) use mastery based learning which means students must complete all modules in the course at 80% or better. For the purposes of this analysis, success in the subsequent course (ENG099 or MTH001) is defined as a grade of A, B or C.

This analysis attempts to answer the question, “How do Learning Center students fare in the next course in the developmental sequence?”

In FY10 and FY11, there were 21 students who successfully completed ENG098 and then enrolled in ENG099. (Please note: This analysis looks at 6 semesters and would only include those students who completed both courses within that 6 semester timeframe.)

Of those 21 students, 15 of them completed ENG099 with a grade of C or better. This amounts to a 71% success rate. A review of all the students who enrolled in ENG099 in FY10 and FY11 shows an overall successful completion (C or better) rate of 51.1%. In summary, students who successfully complete ENG098 and enroll in ENG099 complete at a higher rate than the overall average for ENG099.

In FY10 and FY11, there were 288 students who successfully completed MTH001 and then enrolled in MTH002. (Please note: This analysis looks at 6 semesters and would only include those students who completed both courses within that 6 semester timeframe.)

Of those 288 students, 154 of them completed MTH002 with a grade of C or better. This amounts to a 53% success rate. A review of all the students who enrolled in MTH002 in FY10 and FY11 shows an overall successful completion (C or better) rate of 52.7%. In summary, students who successfully complete MTH001 and enroll in MTH002 complete at the same rate as the overall average.

Note: All data may be verified by contacting the Director of Learning Services and/or the Office of Research and Planning.

Analysis #3 asks the questions, “How many students successfully complete Learning Center courses?” While Analysis #1 and #2 provide a positive insight to the Learning Center results, for an assessment to provide fodder for continued improvement, it must also evaluate outcomes which may not be optimum.

The following table lists Learning Center total enrollment and the number of students who successfully completed the course:

	<u>Students Enrolled</u>	<u>Students Complete A or B</u>	<u>Percent Success</u>
FY07	674	264	39.1%
FY08	715	321	44.8%
FY09	723	292	40%
FY10	977	393	40%
FY11	973	320	32.8%
FY12*	85	30	35%

\* To date.

Note: All data may be verified by contacting the Director of Learning Services and/or the Office of Research and Planning.

While the above statistics are alarmingly low, perhaps it is useful to put this in context.

First, according to Robert McCabe in “No One to Waste A Report to Public Decision-Makers and Community College Leaders”, “Deficient students had a 43 percent successful remediation rate, whereas only 20 percent of seriously deficient students were successful.” Learning Center courses currently do not have a “floor”, thus the courses are open to any student including those who are seriously deficient.

Secondly, according to Hunter Boylan, in “What Works: Research-Based Best Practices in Developmental Education”, “If more than 50% of the students still enrolled after the first month of classes fail to complete a developmental course, the instructional methods and techniques of that course should be examined.” While the Learning Center numbers fall below the 50% guideline, there are 2 important factors to consider: First, these numbers reflect a success rate for all students enrolled on the college “census date” which is 2 weeks after the fall or spring semesters begin (after 1 week for summer). Obviously, a one month census date would result in a higher successful completion rate. Secondly, Jefferson College does not currently have an administrative withdrawal for students who do not attend. Thus, there will be students who have long since stopped attending but are still enrolled in the course.

The Learning Center courses do incorporate many of the best practices Boylan describes in the “What Works” book, including mastery learning, mandatory assessment and placement, frequent testing opportunities, tutoring, a centralized program, frequent and timely feedback, etc.

While the above sets the data in context, it does not imply an acceptance with the status quo. Efforts to improve the success rate in developmental courses need to be continual and innovative, combining known practices that work with new strategies with ongoing assessment.

A substantial change to the way in which Learning Center courses are scheduled will be implemented beginning with Spring 2012 semester for the Basic Math and Basic Writing Skills I courses. This design removes the “Arranged” option and replaces it with section times which will require students to attend the Learning Center courses at a set date and times rather than

allowing students to arrange their attendance at their convenience. While data presented in this report demonstrates students who complete Learning Center courses master the content and succeed at the same rate or higher than all students in the subsequent course, the challenge lies in getting those students to attend and actually complete the course. The removal of the “Arranged” option will provide structure for students in those Learning Center courses.

In addition, the Basic Math course will use a design based on current trends in the field, to “only remediate the parts that need remediation”, by using a newly available MyMathLab course format. This design provides a pre-test on each of the 14 units in the course which generates customized homework assignments for only those concepts which the student has not yet mastered. Homework must be completed at 100% before the student takes a mastery test on the unit. An 80% or better is required before the student can continue on to the next unit.

**Annual Cost per FTE and Trend Analyses**  
(completed by Fall semester)

*Provide cost per FTE and analyze for the period being evaluated.*

The following chart shows an annual cost per FTE for each area as well as service delivery data.

**57401 – Testing Center**

<b>Fiscal Year</b>	<b>Total Expenditures</b>	<b>FTE</b>	<b>Total Expenditures/FTE</b>	<b>Tests Administered</b>
07	244,934	3076	79.63	16,390
08	291,520	3450	84.50	18,831
09	305,880	3677	83.19	20,063
10	294,389	4319	68.16	24,745
11	284,687	4547	62.61	24,334

**57402 – Learning Center**

<b>Fiscal Year</b>	<b>Total Expenditures</b>	<b>FTE</b>	<b>Total Expenditures/FTE</b>	<b>Students Enrolled</b>
07	150,397	3076	48.89	675
08	172,474	3450	49.99	716
09	175,148	3677	47.63	724
10	185,341	4319	42.91	918
11	182,541	4547	40.15	974

### **57403 – Academic Support Services**

<b>Fiscal Year</b>	<b>Total Expenditures</b>	<b>FTE</b>	<b>Total Expenditures/ FTE</b>	<b># of Peer Tutor Requests</b>
07	89,777	3076	29.19	541
08	87,177	3450	25.27	543
09	83,678	3677	22.76	693
10	100,428	4319	23.25	583
11	141,604	4547	31.14	942

### **716 – Disability Support Services**

<b>Fiscal Year</b>	<b>Total Expenditures</b>	<b>FTE</b>	<b>Total Expenditures/ FTE</b>	<b>DSS Students</b>
07	122,728	3076	39.90	246
08	112,548	3450	32.62	243
09	149,690	3677	40.71	333 (reported)
10	122,128	4319	28.28	298
11	144,506	4547	31.78	304

In addition, the following lists the tests administered by the JCA Testing Center:

FY08	4,982
FY09	6,765
FY10	8,834
FY11	8,732

Should this trend continue at the JCA Testing Center, a full time Testing Supervisor position may be justified.

Learning Center instructors assist students in non-Learning Center courses on an availability basis. The following lists the number of students assisted by Learning Center instructors in non-Learning Center courses:

FY07	705
FY08	1,058
FY09	2,003
FY10	2,301
FY11	1,573

Over the five fiscal years analyzed:

- The Testing Center increased tests administered by 48%; total expenditures increased by 16%.

- The Learning Center experienced a 44% increase in student enrollment with a 21% increase in total expenditures.
- The number of Peer Tutor Requests increased 74% with a 57% increase in funding.
- The number of students registered with Disability Support Services increased by 25% with a 17% increase in expenditures.

These areas worked hard to develop and implement creative, efficient solutions to meet the demands placed on them; however, the trend of double digit growth with a far less increase in support funding is not a trend that can be sustained.

### **SWOT Analysis**

*(completed by Fall semester)*

*Using the data collected and analyzed, complete a SWOT analysis. Reference and link data for each.*

### **Learning Center**

<p style="text-align: center;"><b>Internal Strengths</b></p> <ul style="list-style-type: none"> <li>• Staff is knowledgeable and competent.</li> <li>• LC staff and courses are consistently given high evaluations on Student LC evaluations each semester.</li> <li>• Mastery based learning with individualized instruction when needed.</li> <li>• Excellent collaboration with other college departments such as Student Athletes, Project Success</li> <li>• Courses use Blackboard and My...Lab products preparing students for college coursework.</li> </ul>	<p style="text-align: center;"><b>Internal Weaknesses</b></p> <ul style="list-style-type: none"> <li>• Student attendance is an issue. There is no administrative withdrawal which could be used to use resources more effectively as well as to encourage students to attend.</li> <li>• LC courses do not require a minimum score to enroll thus enrolling students with minimal chance for academic success.</li> <li>• The Learning Center is staffed exclusively with part time regular and part time temporary instructors. Staff are not fully integrated with the college as a whole; LC staff receive little professional development.</li> </ul>
<p style="text-align: center;"><b>External Opportunities</b></p> <ul style="list-style-type: none"> <li>• Current trends indicate 4 year colleges and universities are no longer offering developmental education.</li> <li>• Outreach to high schools to address the issue of students not being college ready before the student attends Jefferson College.</li> <li>• Participation in MoDEC (Missouri Developmental Education Consortium) provides forum to improve developmental education success at the local and state levels.</li> </ul>	<p style="text-align: center;"><b>External Threats</b></p> <ul style="list-style-type: none"> <li>• Performance funding.</li> <li>• Issue of difference community colleges using different "census dates" could create invalid comparison data.</li> <li>• Competition from for profit entities.</li> <li>• High speed internet may not be available for LC students enrolled in courses which use internet based products.</li> </ul>



## Testing Center

<p style="text-align: center;"><b>Internal Strengths</b></p> <ul style="list-style-type: none"> <li>• Excellent evaluations by students on LC student evaluations which are done each month and on the Graduating Student Opinion Survey conducted each semester.</li> <li>• Facilities at all 3 Testing Center sites are modern and state of the art.</li> <li>• High volume of work produced.</li> </ul>	<p style="text-align: center;"><b>Internal Weaknesses</b></p> <ul style="list-style-type: none"> <li>• The Testing Center is staffed almost exclusively with part time regular and part time temporary staff. Part time staff are not fully integrated with the college as a whole.</li> <li>• There is no private testing room at the NW Testing Center site.</li> </ul>
<p style="text-align: center;"><b>External Opportunities</b></p> <ul style="list-style-type: none"> <li>• NW Testing Center is now eligible for the Pearson VUE Testing Center to be re-established at that site.</li> </ul>	<p style="text-align: center;"><b>External Threats</b></p> <ul style="list-style-type: none"> <li>• NW college site enrollment issues.</li> <li>• Changes to GED testing by the state of Missouri are unknown.</li> <li>• Testing done by the ACT Center at the JCA site is dependent on ACT and its contracts with other agencies.</li> <li>• Area high schools are offering the ACT test on site. Students will most like choose to test there for convenience as opposed to taking the ACT at Jefferson College.</li> <li>• College enrollment should be monitored closely as increased enrollment has a direct effect on Testing Center services required.</li> </ul>

## Disability Support Services

<p style="text-align: center;"><b>Internal Strengths</b></p> <ul style="list-style-type: none"> <li>• Committed staff members.</li> <li>• Availability of state of the art assistive technology.</li> <li>• DSS department commended by HLC accreditation in March 2009.</li> <li>• Strong Collaboration with other departments including ATS, ARC, Project Success, and Student Athlete.</li> <li>• Student accommodations are approved by a college wide committee.</li> </ul>	<p style="text-align: center;"><b>Internal Weaknesses</b></p> <ul style="list-style-type: none"> <li>• DSS Policy and Procedures manual is out of date.</li> <li>• DSS website could be developed to encompass numerous opportunities.</li> <li>• Certain high costs, such as an interpreter, cannot be predicted each semester.</li> <li>• An emergency evacuation plan for students with limited mobility should be addressed.</li> </ul>
<p style="text-align: center;"><b>External Opportunities</b></p> <ul style="list-style-type: none"> <li>• Increases in distance learning create new challenges and opportunities to serve students with disabilities.</li> <li>• Outreach to area high schools can provide easier transition to Jefferson College for students with disabilities.</li> </ul>	<p style="text-align: center;"><b>External Threats</b></p> <ul style="list-style-type: none"> <li>• Increasing numbers of students with disabilities may strain limited staff and budget.</li> <li>• Providing services at all college sites as well as distance learning strains limited staff and resources.</li> <li>• Cost of cognitive testing needed for documentation can be prohibitive for some students.</li> <li>• Increasing outreach to area high schools can strain limited staff and budget.</li> </ul>

## Academic Support – Peer Tutoring and Professional Tutoring

<p style="text-align: center;"><b>Internal Strengths</b></p> <ul style="list-style-type: none"> <li>• Collaboration with other departments such as Student Athletes, Project Success and Disability Support Services.</li> <li>• Offered as a free service for currently enrolled Jefferson College students.</li> <li>• Provides a resume building opportunity for students who work as peer tutors.</li> </ul>	<p style="text-align: center;"><b>Internal Weaknesses</b></p> <ul style="list-style-type: none"> <li>• Lack of Peer Tutors.</li> <li>• Timesheets are still a paper driven process.</li> <li>• Professional tutoring offered is driven by instructor availability.</li> <li>• While the programs are evaluated by the Graduating Student Opinion Survey and two additional student evaluations were conducted, a systematic evaluation should be put in place to evaluate the program by current students.</li> </ul>
<p style="text-align: center;"><b>External Opportunities</b></p> <ul style="list-style-type: none"> <li>• There is an opportunity to strengthen the peer tutoring program should it be accredited by a nationally recognized tutoring association.</li> </ul>	<p style="text-align: center;"><b>External Threats</b></p>

**External Accreditation (if applicable)**

*Link to accreditation report.*

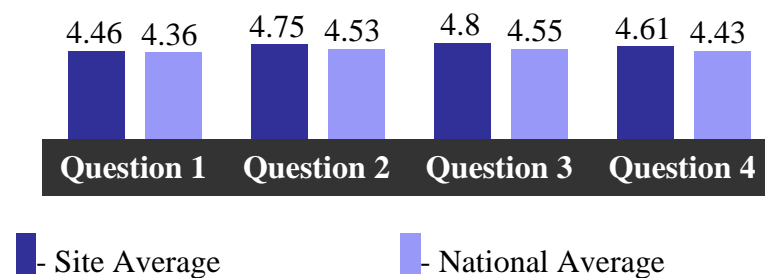
This section is not applicable; however, there is a certified Pearson VUE testing center established at the Hillsboro Testing Center, and there is a certified ACT Center at the JCA Testing Center.

The following are the evaluation results of the Jefferson College ACT Center, as provided by ACT:

## Survey Results for jc1

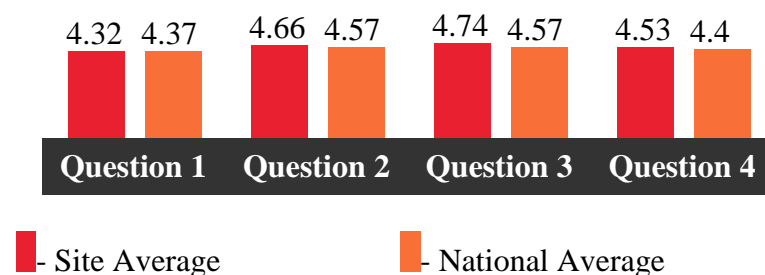
### Current Results

There were 105 total survey responses from April 1, 2011 - September 30, 2011.



### Past Results

There were 205 total survey responses from October 1, 2010 - March 31, 2011.



- Questions:**
1. The test center was easy to find.
  2. The check-in process at the center proceeded smoothly.
  3. The center staff members were helpful.
  4. The test center environment was suitable for test taking.

- Choices:**
- 1 = Strongly disagree
  - 2 = Disagree
  - 3 = Neutral
  - 4 = Agree
  - 5 = Strongly agree

### ACTION PLAN for *Learning Center* / 2011-2013

ACTION PLAN for <i>Learning Center</i> (ISAC) / 2011-2013											
Org	Date	Strategic Aim	Objective	Action Plans	Metric	Benchmark	KPI	Additional Resources Required	Timeframe	Responsible Party(s)	Status
57401/ 57402/ 57403	2/14/2011	I. Student Learning	I.a	Implement Reading Requirement	# of students in developmental reading courses, # of students who successfully complete developmental reading courses, some measure of subsequent success	# of students in developmental reading courses, # of students who successfully complete developmental reading courses	I, II, V, VI, VII, XXIII	Converting 203 to computer classroom; <b>\$36,720.</b> (24 computers x \$940; 12 tables x \$700; 24 chairs x \$240). Construction of new DSS area: <b>\$20,000</b> (as per Rick Turley) Creation of Reading Learning Center: <b>\$29,420.</b> (20 computers x \$940; 9 tables x \$700; 18 chairs x \$240) Part time regular instructional LC staff: <b>\$44,472.</b> (2 staff at \$18.53/hr, 30 hrs/week, 40 weeks per year). Reading Specialist: <b>\$XX,XXX.</b>	2011 – Fall 2012	CAO, Student Success and Academic Affairs committees, Director of Learning Services	
			I.b								
			I.d								
			I.e								

**ACTION PLAN for *Learning Center* (ISAC) / 2011-2013**

Org	Date	Strategic Aim	Objective	Action Plans	Metric	Benchmark	KPI	Additional Resources Required	Timeframe	Responsible Party(s)	Status
			I.g								
			I.h								
			I.i								
			I.j								
		II. Student Support	II.b								
			II.c								
			II.f								
		V. Facilities and Infrastructure	V.b								
			V.d								
		VII. Assessment	VII.a								

**ACTION PLAN for *Learning Center* (ISAC) / 2011-2013**

Org	Date	Strategic Aim	Objective	Action Plans	Metric	Benchmark	KPI	Additional Resources Required	Timeframe	Responsible Party(s)	Status
			VII.b								
57402/ 57403	2/14/2011	I. Student Learning	I.a	Change Learning Center Staffing Model to provide instructional continuity	Student success in LC courses	Student success in LC courses	I, II, V, VI, VII, XV, XXIII	3 part time regular staff, 1 at JCH Eng LC, 1 at NW, 1 at JCA LC: <b>\$66,708.</b> (3 x \$18.53/hr x 30 hrs/wk x 40 wk/yr)	2011-2012	Director of Learning Services, Director of Human Resources	
			I.b								
			I.c								
			I.d								
			I.e								
			I.h								
			I.i								
			I.j								

**ACTION PLAN for *Learning Center* (ISAC) / 2011-2013**

Org	Date	Strategic Aim	Objective	Action Plans	Metric	Benchmark	KPI	Additional Resources Required	Timeframe	Responsible Party(s)	Status
		II. Student Support	II.c								
			II.f								
		IV. Support for Employees	IV.a								
			IV.b								
			IV.c								
			IV.d								
			IV.f								
		VII. Assessment	VII.a								
			VII.b								
57401/ 57402/ 57403	2/14/2011	I. Student Learning	I.a	Install Glass wall in NW Testing Center	# of tests at NW TC, # of Pearson VUE tests at NW, # of online GED tests at NW, TC Student Survey Results	# of tests at NW TC, # of Pearson VUE tests at NW, # of online GED tests at NW, TC Student Survey Results	I, XI, XII, XIII, XVI, XXI	<b>\$5,000</b> (as per Rick Turley)	2011-2012	Director of Learning Services, Director of Building & Grounds	



**ACTION PLAN for *Learning Center* (ISAC) / 2011-2013**

Org	Date	Strategic Aim	Objective	Action Plans	Metric	Benchmark	KPI	Additional Resources Required	Timeframe	Responsible Party(s)	Status
			I.b								
			I.e								
			I.g								
			I.h								
		II. Student Support	II.b								
			II.c								
			II.d								
			II.f								
		III. Community Collaboration	III.a								
			III.b								

**ACTION PLAN for *Learning Center* (ISAC) / 2011-2013**

Org	Date	Strategic Aim	Objective	Action Plans	Metric	Benchmark	KPI	Additional Resources Required	Timeframe	Responsible Party(s)	Status
		IV. Support for Employees	IV.a								
			IV.f								
		V. Facilities and Infrastructure	V.a								
			V.b								
			V.c								
			V.d								
			V.e								
		VI. Financial Responsibility	VI.b								
		VII. Assessment	VII.a								
			VII.b								

**ACTION PLAN for *Learning Center* (ISAC) / 2011-2013**

Org	Date	Strategic Aim	Objective	Action Plans	Metric	Benchmark	KPI	Additional Resources Required	Timeframe	Responsible Party(s)	Status
57401/ 57402/ 57403	2/14/2011	I. Student Learning	I.a	2 part time regular TC staff	# of tests per year	# of tests per year	I, XI, XII, XIII, XVI, XXI	<b>\$28,272.</b> (2 staff – 1 at JCH and 1 at JCA – x \$11.78/hr x 30 hrs/wk x 40 wk/yr)	2011-2012	Director of Learning Services, Director of Human Resources	
			I.b								
			I.d								
			I.e								
			I.g								
			I.j								
		II. Student Support	II.b								
			II.c								
			II.d								

**ACTION PLAN for *Learning Center* (ISAC) / 2011-2013**

Org	Date	Strategic Aim	Objective	Action Plans	Metric	Benchmark	KPI	Additional Resources Required	Timeframe	Responsible Party(s)	Status
			II.f								
		III. Community Collaboration	III.a								
			III.b								
			III.d								
		IV. Support for Employees	IV.a								
			IV.c								
			IV.d								
			IV.f								
		V. Facilities and Infrastructure	V.d								
			V.e								

**ACTION PLAN for *Learning Center* (ISAC) / 2011-2013**

Org	Date	Strategic Aim	Objective	Action Plans	Metric	Benchmark	KPI	Additional Resources Required	Timeframe	Responsible Party(s)	Status
		VII. Assessment	VII.a								
			VII.b								

## Evaluation

☐ Meets Expectations  
*Comments:*

☐ Requires Immediate Attention  
*Comments:*

Follow-up report required by: \_\_\_\_\_  
*Comments:* (date)

## Approvals

\_\_\_\_\_  
Division Chair/Director  
*Comments:*

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dean  
*Comments:*

\_\_\_\_\_  
Date

\_\_\_\_\_  
Vice President/President  
*Comments:*

\_\_\_\_\_  
Date